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ABSTRACT

This manual was developed with the express purpose of assisting a potential career information center director through the initial stage of program development. It is intended that this manual be used by a university-trained counselor. It will help him/her to function as an administrator, select staff including paraprofessional counselors, and provide competent training and supervision of staff. The manual is divided into three major sections. The first presents an administrative overview: rationale, philosophy, program establishment, personnel, and paraprofessionals. The second discusses training principles and the use of paraprofessionals. The third section handles support information: forms, homework assignments, assessment instruments, materials and media, references, and computerized information sources. (Author/JLL)

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A MODEL FOR DEVELOPING AND OPERATING AN ADULT CAREER GUIDANCE CENTER

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Without the many graduate students who served as volunteer counselors giving numerous evening and Saturday hours few community members could have benefitted from the project's career counseling services. A hearty "thanks" to all those students who performed in a professional manner throughout the project year.

Very special appreciation goes to the members of the CIRCA Advisory Board who volunteered their time and expertise so that we might be of better service to the community.

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Credit is also due Anna-Marie Lubner for her typing of the final manuscript.

Richard L. Erickson

PREFACE

This manual was developed with the express purpose of assisting a potential career information center director through the initial stage of program development. It is intended that this manual be used by a university trained counselor with the assumption that the degree work included as a minimum; counseling theory, techniques and process, career information, practicum, and human development. The individual should also have the ability to function as an administrator, select staff including paraprofessional counselors, and provide competent training and supervision of staff.

The center administrator seeking paraprofessional counselors may select them from any individuals within the community that would be interested and successful in functioning in a helping capacity. They may come from the ranks of early retirees, college students, housepersons, or any other lay persons in the community.

In light of the intent to utilize paraprofessional counselors as the providers of career counseling the training section of this manual has been developed to provide the information necessary for a paraprofessional to function adequately in that role. As a result many of the pages in this manual have been designed to be reproduced and utilized as hand-outs and study materials for paraprofessional counselors in training.

After careful study of this handbook a quick "self-check" can be conducted by the director prior to opening the center by utilizing the check-list that appears on the last page of the handbook.

SECTION I:

ADMINISTRATIVE OVERVIEW

PART A. RATIONALE

Education and business leaders nationwide have demonstrated deep concern over the problems encountered by adults in achieving job satisfaction, obtaining career information, making career decisions, and planning for viable career options. Out-of-school individuals, more so than those still in the formal educational structure, find themselves confronted with a vast array of occupations with which they have little knowledge or experience. Many people also appear to have little knowledge about themselves as persons. Previous studies in career development of people have concluded that, because of this inadequate knowledge and the pressures of the employment system, the individual's career choice is more often made by default rather than through a process of deliberate selection. As a result many people appear to move into careers without an adequate evaluation of their potential or the career alternatives available.

In addition to, and an enlargement of, this problem are the specialized needs of individuals seeking second careers, individuals entering the job market late in life, underemployed individuals, individuals from economically depressed areas, and early retirees. These individuals particularly have problems in relating personal potential to career goals. These people are in need of a career guidance program that will heighten their awareness of career options, help overcome previous biases and meet other specialized career planning needs.

Virtually all counseling related facilities have a status eligibility requirement that would restrict their utilization by the "person on the street," i.e. the non-veteran, non-status offender, non-student, etc. CIRCA was conceptualized and developed to serve as a "no special qualifications" career source aimed at meeting the career guidance needs of the populations described.

PART B. PHILOSOPHY

CIRCA exists as a service to members of the community in order to assist them in embarking upon careers deemed desirable by each individual for him/herself.

The concept of career as it is utilized herein, in its global sense, includes not only one's occupation or vocation, but also one's avocations, needs, wants, leisure, self-image, satisfactions, dissatisfactions, and contributions to society---in short, a person's life-style.

Inasmuch as a large proportion of an individual's life-style revolves around an activity that may be defined as work---that which is of benefit to self and/or society---it becomes important to individual satisfaction to clarify what kinds of work, paid or unpaid, will best compliment or enhance one's career.

In light of this, along with the rapid changes occuring within American society, it becomes easier to understand the growing need for professional assistance in occupational planning and career decision making.

Decision making is basically a strategy for acquiring and processing information cogent to a situation. Problems in decision making occur when an individual does not know what information is needed, does not have the information wanted, or cannot utilize the information possessed. When these problems occur with respect to career decision making they affect both the individual and society. These effects are seen in wasted human potential, increased job dissatisfaction, and reduced productivity and social participation. Therefore, we believe CIRCA to be a necessary and desirable addition to existing community services.

PART C. ESTABLISHMENT OF THE PROGRAM

The most important step in making an adult career counseling center operational, after the more obvious needs of physical space, office equipment, media and materials and staff have been met, is the establishment of an advisory board. The advisory board should be of manageable size (8-12) and be comprised of individuals representative of the community. The advisory board can be of assistance in identifying community needs, serving as referral sources, coordinating activities with existing agencies, and providing support and publicity for the center. Possible sources of representation might include, but not be limited to, management, labor, industrial and economic development agencies, schools, and the general public. The intent in selecting an advisory board is to obtain the greatest possible cooperation from the total community spectrum.

Once the center is organized and services have been developed and tailored to the needs of the population to be served the problem of creating an awareness of the center's existence and encouraging its utilization must be confronted. If the center is operated as a non-profit service to the community this problem of publicity can be solved via the use of public service announcements, local newspaper feature stories and well placed posters, as well as through members of the advisory board.

Center administrators* are encouraged to contact the program/production managers of their local radio and television stations in order to determine the procedures for obtaining free air time. Generally speaking, radio time can be obtained by submitting a written publicity release to the public

* Administrator is used to describe a function to be performed by the degreed professional counselor responsible for center operations.

service director. Arrangement for video footage for television use can be made with the production managers of local stations at minimal cost to the center.

Newspaper coverage can be obtained in two ways. First, a brief announcement of the center and its services can be procured by submitting a public service release to the local newspaper. Should more extensive coverage be desired the newspaper's feature editor can be contacted and arrangements for a feature story made.

In addition to these formal sources of publicity the administrator may want to place posters in appropriate places throughout the community, contact local civic clubs and churches, and encourage referrals from advisory board members. Once the center is underway and is turning out satisfied clients word will spread throughout the community and generate more individuals in need of the service.

PART D. PERSONNEL

The CIRCA concept is envisioned as a way of meeting adult career guidance needs at a manageable cost. The primary method employed for cost control is the use of paraprofessional counselors as the primary givers of service. It is intended that the center would be organized and administered by a trained, professional counselor holding as a minimum credential a Master's degree in counseling and guidance with a heavy emphasis in career guidance. The responsibilities for selecting and training staff, staff supervision, and program administration would lie with this individual.

Paraprofessional counselors trained in career guidance, by the administrator, via the methods described in the second section of this manual would be responsible for the actual work done with the clients. Inasmuch as career guidance/counseling is for the most part concerned with clarifying and providing information and assisting in decision making, as opposed to therapeutic kinds of endeavors, individuals who have been trained comprehensively in career guidance can function satisfactorily in the role of a paraprofessional counselor. It becomes vital, however, that the administrator screen the potential paraprofessionals carefully in order to assure that those working with clients are not seeking to follow a personal agenda that might be detrimental to the client.

In addition to a credentialed professional counselor and the paraprofessional staff the center needs to employ a center coordinator to schedule clients, maintain files and assist in the paperwork. It is, however, recommended that each paraprofessional be responsible for the files of his/her clients and see to it that they are kept up to date and comprehensive enough to be functional should they have to be referred to at a later date.

The Administrator may also choose to involve the center coordinator in the evaluation and follow-up of clients that have been through the process. This may be done by phone or by mail using an instrument similar to the pink evaluation form that appears in this manual (see page 72).

Should it not be readily apparent it is important to note that the center coordinator plays a crucial role in the logistical functioning of a center and needs to be well versed and actively involved in the planning of such office procedures as scheduling, telephone contact with clients, forms, and files.

PART E. PARAPROFESSIONAL POSITION DESCRIPTION

Paraprofessionals will be responsible for the following:

1. Participation in paraprofessional counselor training to gain knowledge in program format, program philosophy and rationale, ethical standards of paraprofessional counselors, use of forms, appropriate use of tests, sources of career information, listening skills, and counseling techniques.
2. Providing to clients, in a competent manner, the following services: intake and assessment; interest, aptitude and achievement testing and interpretation; career information; career counseling; follow-up and referral.
3. Maintaining complete records on each client and keeping these records up-to-date.
4. Attending and being actively involved in debriefing, individual supervision, and group staffing sessions.
5. Attending all in-service training sessions.
6. Becoming totally and completely familiar with available sources of help and information which may be of assistance to a client.
7. Assigning and completing appropriate homework assignments in order to assist clients in the career counseling process.
8. Establishing clear and achievable goals with each client early in the counseling process, and assisting the client in achieving these goals.
9. Acting in accordance with the ethical standards set forth in training.

FIGURE 1. ORGANIZATIONAL STRUCTURE

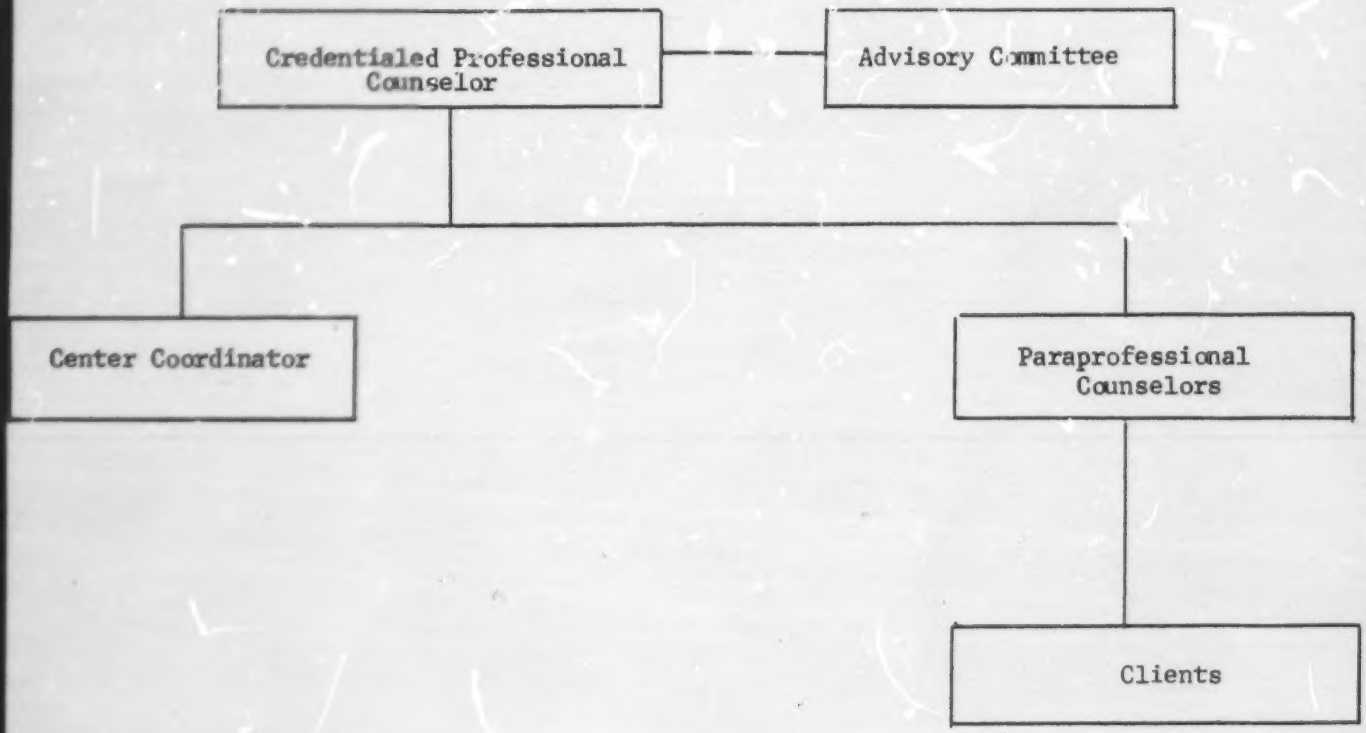


FIGURE 2. ADMINISTRATIVE INTERACTION WITH PROGRAM UNITS

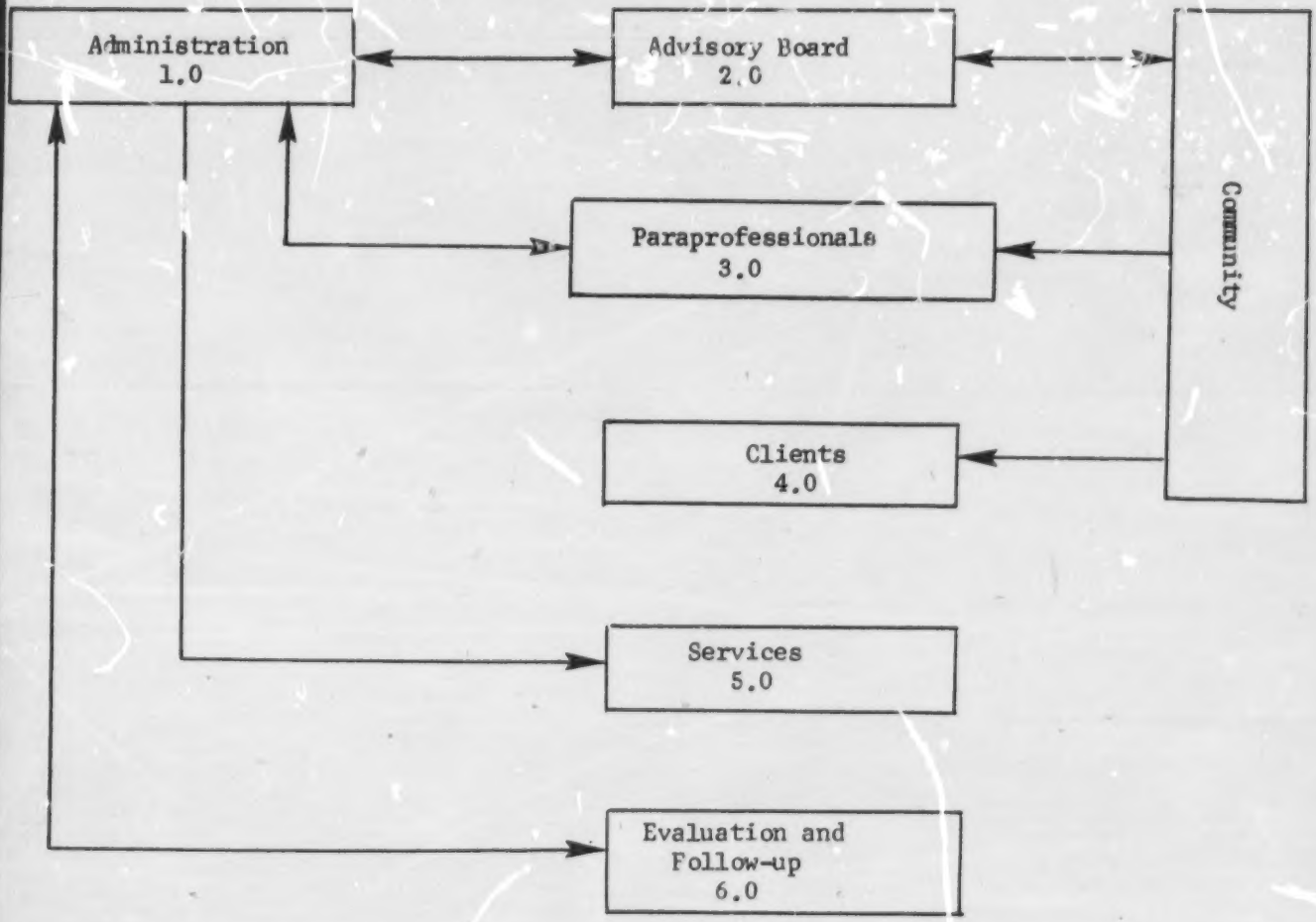


FIGURE 3.0 PARAPROFESSIONAL PROCESS

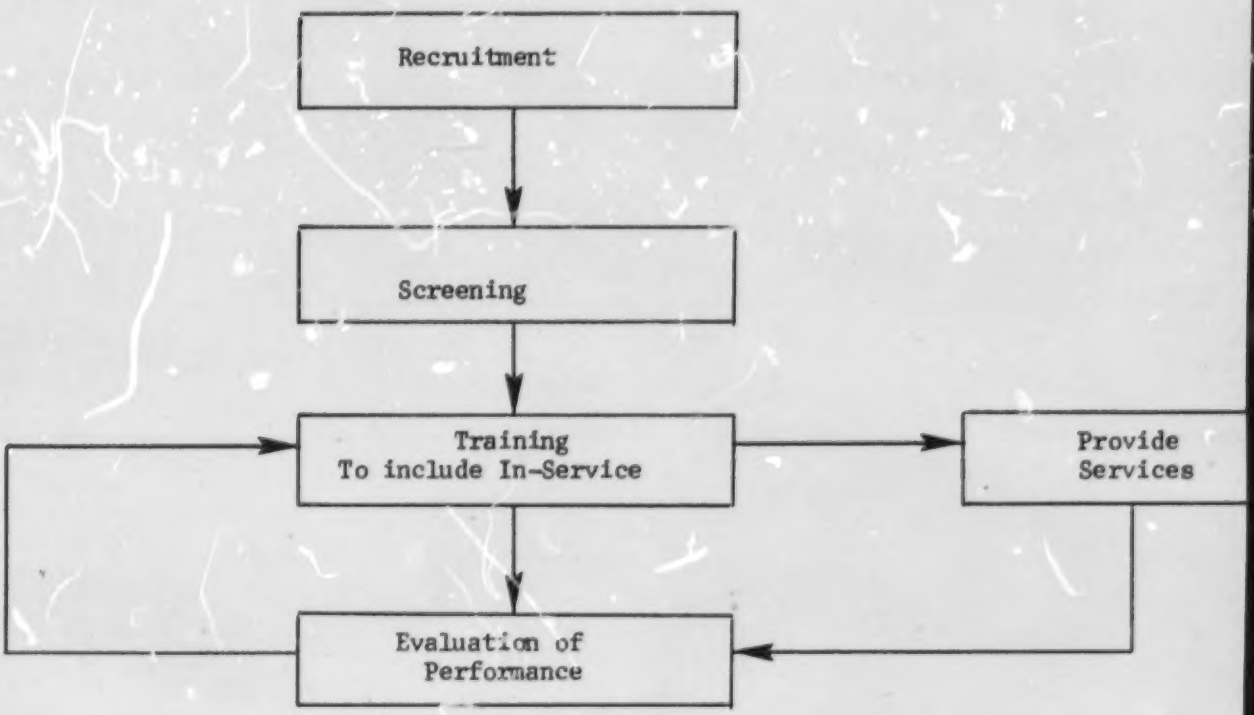
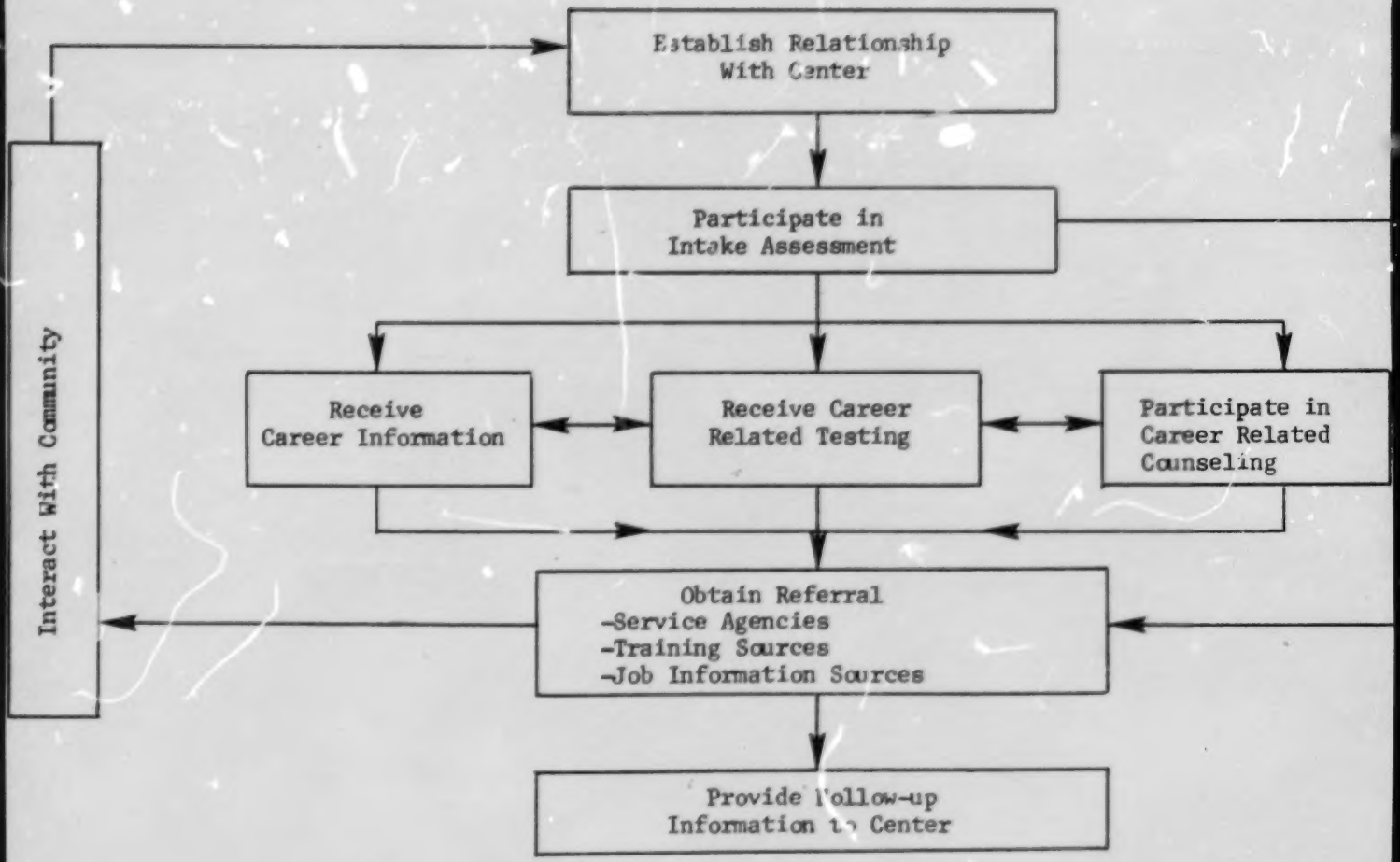


FIGURE 4. 4.0 CLIENT PROCESS



SECTION II:

TRAINING

PART A. SUPERVISION AND TRAINING PRINCIPLES

A most important consideration to keep in mind as a supervisor is that the emphasis in supervision should be on teaching, learning and support. Supervision is not intended to be a negative activity and will not be effective or growth inducing if it is of a threatening or critical nature. It is expected that all beginning counselors, whether professional or paraprofessional, will have various other concerns above and beyond what to do with their clients. They will be in the midst of attempting to formulate a personal frame of reference for working with people. They will be attempting to define what their roles and responsibilities are, and will most likely vacillate between feeling that they "know it all" and that they don't know anything and never will. These issues will need to be dealt with within the framework of supervision as will the technical issues of working with clients, learning skills, and developing competencies in career counseling.

1. METHODS OF SUPERVISION

Supervisors* are encouraged to spend time after counseling sessions debriefing with each counselor**. Debriefing is essentially a short meeting designed to explore and examine what went on in the counseling session. In conducting the debriefing the supervisor normally asks the counselor to relate what occurred with the client, what the counselor and client agreed upon as the focus for further sessions, and the dynamics occurring with the client.

---

* Supervisor as utilized herein is intended to describe a function of the aforementioned credentialed professional counselor.

** Counselor is utilized for the sake of brevity but should be construed as referring to the paraprofessional staff members.

In addition, the counselor is asked what was done with the client, what homework was assigned and what rationale was behind the counselor's actions. The supervisor then deals with any difficulties mentioned and suggests possible alternatives to explain the dynamics and overcome the difficulty. Again, this should be an opportunity for giving support and offering constructive criticism with an emphasis on allowing the counselor to make his/her own discoveries with guidance, as needed, from the supervisor.

Should the debriefing sessions indicate that the counselor is in need of more extensive assistance the supervisor might ask that the counselor begin taping sessions and submit the tapes with a sheet that describes what the counselor's intent was for the sessions. The tapes can then be critiqued by the supervisor and suggestions made. If a session is to be taped the purpose of the taping (e.g. instruction) should be explained and written permission obtained from the client.

Should taping be undesirable another possible alternative would be for the supervisor to sit in on one or more counseling sessions with the counselor in order to directly observe the counselor. If the second method is employed the supervisor should take the role of a co-counselor rather than one of a detached observer so that the counselor/client relationship is disturbed as little as possible.

Supervisors are also encouraged to conduct a group supervision session once a week for all program paraprofessionals. A suggested format is to invite one or more of the counselors to present a case that is puzzling to them or that is causing them some difficulties. This process is conducted much like a debriefing session, but would also encourage feedback from other counselors rather than solely from the supervisor.

Group staffing sessions also provide an opportunity to conduct inservice

training relating to specific counselor concerns such as the termination process, finding the line between career counseling and therapeutic counseling, learning listening skills, looking at hidden agendas, and sharing techniques, among others.

2. PARAPROFESSIONAL DANGER SIGNALS

An important issue for all supervisors of paraprofessionals to be aware of is that there are various problems which occur with almost all novice counselors. It is helpful for supervisors to remember that all new counselors are confronted with an initial sense of insecurity and doubt in their ability to deal with a helping relationship. Most novice counselors go through an initial stage of believing that they will never be good at counseling or know enough about people to be an effective helper. This stage is often followed by a swing to the other side, when counselors think they "know it all" and are ready to take on the most difficult of cases with great ease and expertise.

Finally, a more realistic view of themselves as counselors is achieved when they become more aware of their strengths and weaknesses, as well as their limitations as helpers. Supervision is intended to provide a stabilizing effect on counselors. Encouragement and supportive confrontation will help paraprofessionals through the initial stages of learning to become an effective counselor. Some of the more common problems which will probably be encountered by the supervisor are described below.

Determining a Course of Action

One of the first difficulties which will occur is that counselors will feel at a loss as to "what to do next" with their clients. Many counselors

walk out of the first intake interview wondering what to do with all the information gleaned from their client. A common pitfall is to impulsively give an interest test when there is confusion about what direction to take. This is usually a result of two factors: inexperience and a lack of expertise in clarifying goals. Counselors may, at first, establish fairly nebulous goals such as "Find a more satisfying job," or "Decide whether to go back to school." Part of clarifying goals involves the process of clarifying the problem. For instance, when a client says s/he wants to find a more satisfying job, the counselor needs to explore what "satisfying" means to the client, and why the present job does not offer satisfaction. When goals are not clear both counselor and client may tend to flounder and be unsure of what it is they are doing together. The supervisor will find it helpful in most cases to help the counselor clarify the goals and make suggestions of ways in which to work toward those goals.

Role Confusion

Just as many clients are unsure of the distinction between career counseling and personal counseling, so will many beginning counselors. With an honest desire to be of help to a client many paraprofessionals will succumb to the temptation to work on the "meatier" issues which seemingly have more significance than career concerns. It is strongly suggested that this whole issue be confronted in training before paraprofessionals see their first clients. This will not totally prevent such a situation from occuring, but when it does, supervisors can refer back to the previous discussion while supportively confronting the counselor on doing "therapy" with a client. Again, it is stressed that paraprofessional counselors do not possess the skills and expertise to do personal counseling, and they should be encouraged

to refer clients for whom therapy or personal counseling appears to be necessary.

Over Assisting

A similar situation will arise when career counselors become overinvested in their clients. Overinvestment, as it is used here, indicates that the counselor is feeling somewhat omnipotent in his or her abilities to help a client. This usually can be seen in taking too much responsibility for clients, and doing things in the counseling sessions or in homework that the clients could just as easily do themselves. This sense of omnipotence can also lead to resistance on the part of the counselor to supervisor suggestions and confrontations. It is usually helpful for the supervisor, in such cases, to remind the counselor that it is not helpful to clients to take their responsibility away, as it may lead to a sense of helplessness in clients. Such a rendering of clients as helpless communicates a lack of respect for the clients and their ability to solve their own problems.

Unstated Motives

Just as clients may have hidden agendas, so too many counselors. There are various "hidden agendas" which may occur, but some are more common than others. Some paraprofessionals may have a need to mother their clients, resulting in the situation of overinvestment mentioned above. Others may hold the belief that if only the client could see things rationally, i.e. the way the counselor sees it, then all would go smoothly. Some counselors may feel that they have to "cure" all of the client's ills before they are willing to let go of the client. Indicators of a hidden agenda on the part of the counselor may be resistance to supervisor suggestions, repeated can-

cellations by the client, sabotaging of homework assignments, an overabundance of counseling sessions and a lack of testing and career information sessions, and/or a resistance to termination. Whatever the hidden agenda, the supervisor must confront this issue with the counselor, offering support and encouragement while doing so. Although hidden agendas might be a natural and normal occurance in most relationships, to allow counselors to remain unaware of what is going on or to avoid confrontations on the subject is dangerous. Hidden agendas in counseling relationships usually result in harm to a client.

There will certainly be many other problems which novice counselors will experience. But most problems may be dealt with successfully if confronted supportively in individual and group supervision sessions.

PART B. TRAINING PARAPROFESSIONALS

1. ORIENTATION

The purpose of any orientation session is to provide individuals with an introduction to and an overview of what is expected of them and what they might expect from the organization.

It is suggested that the supervisor, while conducting the orientation, go into as much depth as necessary to assure that the paraprofessionals understand fully the philosophy of the center and how they are expected to function with respect to that philosophy (see page 3).

In addition to clarifying the role and function of the paraprofessional it is also appropriate at this time to delineate for them the philosophy, structure, and nature of the supervision that will be employed (see Section II, Part A-1). It is extremely important that all expectations on the part of both the supervisor and the paraprofessionals be clearly understood in order to avoid future conflict that may result in detriment to a client.

Prior to the time of the orientation of paraprofessionals the center should have determined the types of services to be offered and obtained all media, materials and equipment necessary to deliver those services. It would be of value during the orientation to describe to the paraprofessionals how the program is envisioned and the part each of the aforementioned is intended to play. In addition to providing a picture of the total program and the manner in which it might be utilized, it is appropriate for the paraprofessionals to be made cognizant of where sources of necessary information might be found and how best to utilize those sources.

Once this basis for understanding has been established it becomes appropriate to delineate for the paraprofessionals the basic steps in the

career counseling process (see page 22). After each of the steps has been briefly discussed (further sessions will address each one more fully) an example of how this is done (see page 23) should help in providing a feel for the total picture.

STEPS IN CAREER COUNSELING PROCESS

1. Establish counselor/client rapport.

2. Formulate goals based on client need.

3. Evaluate client's abilities and interests as they relate to career choices.

4. Establish limits of career choice, i.e. a change in location, a cut in salary, additional education and/or training.

5. Assign "homework" geared toward facilitating the achievement of client goals.

6. Assimilate information into a viable package upon which to take action.

7. Evaluate process and outcome to determine if stated goals have been met.

SAMPLE CASE SUMMARY

Client's Name Andrea Doe File # 1111

Number of Sessions 7 Dates of Sessions 11/7, 11/14, 11/21, 11/28, 12/5, 12/12, 12/19

Description of Client (Age, sex, occupation, relevant data from Intake)

The client is a 31 year old woman who is employed as a receptionist in a dentist's office. She has completed 2 years of college, but has not attended school since she was 21. She reports that she dropped out of school to get married. She has two children, 6 and 8. She did not work for several years; she was employed at her present job 2 years ago after both her children had entered school. Client reports that she is unsatisfied with her present job for two reasons: first, she was recently divorced and is not making enough money to support herself and her two children, and second, she does not find the work personally satisfying.

Client Goals

The client stated that she is interested in changing careers. However, she has said that she is unsure of where her abilities and interests lie. She shared that she would like to explore these to facilitate making a decision about what direction to take. She says she is willing to go back to school or receive training if she can do this while still working, since she must support her family.

1. Explore career related interests and aptitudes.
2. Define possible career areas.
3. Identify an acceptable career choice.

Intervention (What did you do to help client reach goals?)

1. Client took the Kuder DD and the Meyers-Briggs to help clarify her interests.
2. We used the Bolles Job Hunting Map to identify some of her strengths and further delineate which of her interests were the most important to her.
3. After her strengths and abilities became more apparent we used the computer to search out appropriate occupations which fit her desires.
4. I gave her the name of a contact at Pima College so that she could discuss the opportunities and programs available there.
5. We used counseling sessions to synthesize the information gained from the tests, Bolles Map, and the computer search, as well as to work on her feelings about making a change in career and her responsibilities to her family.

SAMPLE CASE SUMMARY (continued)

Evaluation of Progress

Andrea was successful in completing her homework and appeared to use these assignments to do a great deal of thinking about her future. She did contact the person at Pima CC and identified Real Estate and Marketing as programs she would be interested in. In our last counseling session she chose marketing as the direction she wants to take. She has been applying for receptionist jobs in a business setting, where she might be able to use her two years experience as an asset and be able to make more money than she has been at the dentist's office.

Summary and Comments

We mutually agreed to terminate counseling. She has decided to accept a position as a secretary with an advertising agency where her salary will be increased. She has chosen to go to Pima CC in the Marketing program which she should complete in two years on a part time basis. Client stated that she felt satisfied with the work we did and the decisions she made.

2. ETHICS

The ethical code, as published in the APA Ethical Guidelines, serves as a guide to professional counselors to insure ethical practices. It is the responsibility of the supervisor to emphasize during training that the paraprofessional counselors are expected to uphold the same ethical standards applied to professional counselors.

One issue of prime importance that paraprofessional counselors must be made aware of is that of failing to make one's qualifications clear. It is vital that both clients and paraprofessionals understand that the training received by a paraprofessional in the center qualifies them as being competent to provide only career counseling, and that only under close supervision. Often clients will come to the center seeking personal therapy rather than actual career guidance. It is the responsibility of the paraprofessionals to recognize their limitations and explain them to the client so that an appropriate alternative may be identified, e.g. referral. The paraprofessional's primary responsibility is to the client; the client's needs and welfare, not the satisfaction of the paraprofessional's needs.

The issue of confidentiality is also one which needs to be clarified during the training of paraprofessional counselors. The American Psychological Association recognizes only the principle of "clear and imminent danger" as cause for violating the standard of confidentiality. Individuals not certified as psychologists, however, can be legally bound to disclose information not presenting "clear and imminent danger" either to the individual or anyone else. In light of this it is important that the paraprofessional and the client be aware that the sessions between them cannot be held confidential under conditions of legal subpoena. This does not mean, however, that the

concept of confidentiality should not be held to in all other situations. Information obtained throughout the course of career guidance could conceivably result in harm to the individual and so should be handled in an ethical manner.

In regard to the issue of tape recordings it should be noted that it is to be done only with full knowledge of the individual and with a complete explanation of the intentions and purposes of taping. The counselor would also be wise to obtain written consent.

These are perhaps the most crucial ethical issues for paraprofessionals to be made aware of, but they are by no means the only ones. The supervisor is referred to the APA Ethical Guidelines (see reference list) for further issues to be covered.

3. PROGRAM FORMAT

An essential component of paraprofessional training involves a comprehensive explanation of the services they will be providing and the in-house procedures that organize the program of services.

Although paperwork is frequently anathema to those who choose to work with people, the utilization of forms has proven to be the most concise method of creating uniformity of structure within a program. In order for forms to achieve the purposes for which they were intended, individuals using them must be thoroughly instructed in the intent behind the forms and how best to fulfill that intent.

Section III, Part A contains those forms reflective of the integral elements of the career counseling process. They have been color coded to allow for simplification of identification and handling, and constructed in such a way as to serve the purposes of: a) providing a record that could be

utilized by others if necessary, b) serving as an aid in formulating action plans, c) providing a quick up-date on what has transpired, d) easy compilation of center statistics, and e) providing a framework within which sessions are conducted.

Prior to the detailed explanation of each form it would be wise to provide the paraprofessionals with the following general cautions.

1. Clients must be allowed to read their records if they so choose. In light of this a certain amount of discretion needs to be employed in what is written and how it is stated.
2. Feelings, opinions, and judgments of the client cannot be stated as fact; nor can those of the counselor. All such statements should be preceded by "the client stated that..," "it seems that..," "it is my opinion that..," etc.
3. Notes should also be written in as specifically as possible. A word jotted down here or there could lose its meaning over time and would not provide the information necessary for another person to work with a client should it be necessary. (See pages 31 through 35 for examples of properly and improperly completed forms.)
4. Client files are not to be removed from the center.

Once these general guidelines have been discussed and understood it is appropriate to "walk-through" each of the forms in order to give the paraprofessionals a feel for how best to work with them.

INTAKE FORM (green)

Some particular areas to highlight and emphasize with respect to this form are:

1. It is not intended to be used as a rote question-and-answer process but rather as a guideline for what kinds of information are important

to glean from the client in order to determine the course career guidance should take in order to meet the needs of the individual.

2. The section that refers to information relating to the client's status with respect to income, criminal record, etc., should be presented as optional information that the client need not supply. An explanation from the counselor that these kinds of factors may make an individual eligible for community services is in order.
3. The life experience section should include all manner of information, some of which clients may not think to include without guidance from the counselor, e.g. volunteer work, hobbies, special talents, etc.
4. "Purpose for coming to center" should reflect the client's goals and objectives to be used as an indicator of what to do in future sessions. In choosing from the services the counselor should include a statement concerning why they have been chosen and what purpose will be served.
5. "Other information" should include such pertinent things as, for example, self esteem issues that may inhibit career selection.
6. "Disposition" should include a statement about plans for the next session and rationale for those plans, the respective homework assignments and why they were chosen.

CAREER INFORMATION FORM (white)

Career information entails the imparting of career related knowledge such as job information and descriptions, training requirements, school selection, resumé writing and general occupational cluster research. This can be done through the use of printed materials i.e. the Dictionary of Occupational Titles or the use of a computer terminal (see Section III, Parts D and F).

This form basically asks the counselor to note what is being done, why it is being done, any evidence of the client's productive use of the information, and what the next step will be.

TESTING FORM (yellow)

For some clients who have very little knowledge about themselves it is appropriate to use formal instruments to assess interests, aptitudes and other career related traits. The testing form asks the counselor to note what instruments were used, what the results indicated, the client's reactions to the indications, whether or not they were of benefit, an assessment of client progress, and plans for the next session.

COUNSELING FORM (blue)

Throughout the career guidance process it will be necessary to schedule counseling sessions in order to synthesize information, review and discuss homework, work through the decision making process, and deal with relevant issues. For these sessions the counselor is asked to indicate what objectives were held, what was done to meet the objectives, to what degree the objectives were met, and the relationship to the client's goals.

CASE SUMMARY FORM (canary)

After the counselor has completed the work with the client and the goals have been met it is appropriate for the counselor to provide a concise report of what transpired and an assessment of the degree of success attained.

Should clients request that their records be sent to another agency a copy of this summary would be sent. It is appropriate that the paraprofessionals be aware of this fact so that they might respond to the form accordingly.

FOLLOW-UP (pink)

This form is intended for use by the administrator in order to assess

the success of the program and each of the services as well as to provide the client with an opportunity for further contact with the center should it prove necessary. Follow-up information can also serve as an indicator to the administrator of what might be appropriate and needed in-service training areas.

CLIENT EXPERIENCE WORKSHEET (canary)

This form was developed to serve several purposes:

1. To insure clarity and mutual understanding of goals.
2. To provide the client with a reference source that clearly states work achieved and work currently in need of completion e.g. homework.
3. To provide the client and counselor with a synthesis of progress.
4. To provide the counselor with an aid in following a logical progression.

The worksheet is intended to be filled out by the clients using their own terminology but with assistance from the counselor. The client is to take the sheet home and bring it back for each session. The sessions need not follow the order of appearance on the sheet. Each session should begin with a review of the worksheet and end with the completion of the appropriate section(s) of the worksheet.

EXAMPLE OF PROPER FORM COMPLETION

Doe , Cindy # 1111

ADDRESS 7654 N. Simpson PHONE 123-4567

Citizenship US Date of Birth 9/30/37 Ethnic Origin Cauc.
General Health: good X fair poor
Physical Disability none
Criminal Record none Explain
Employed no Where How long
Present Income Source husband
Family Status Client is married, has three children, ages 18, 16 and 14

EDUCATIONAL BACKGROUND:

Highest grade or G.E.D. completed MBA Where University of Illinois
Area of Emphasis business education
Special schools/training (e.g. military, private school)
Certified Secondary Ed. teacher
Where
Special Skills/Certificates secondary ed. teacher

MILITARY EXPERIENCE:

Yes No X Type of discharge G.I. benefits

LIFE EXPERIENCE (Begin with present, include home, child rearing, community volunteer work, travel, etc.)

Organization High school PTA - Illinois
Address
Job Title
Period of Employment: From 2 years To
Duties Use of organizational abilities, public speaking, work with people, use of negotiating abilities

Organization John Hancock Furniture
Address Illinois
Job Title Training materials developer for training program for sales-
Period of Employment: From 3 months To people
Duties Developed a training program for salespeople using media; dealt with effective salesmanship and presentation of products

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Organization Westside Group Home
Address Illinois
Job Title Fund Raiser
Period of Employment: From 1 year To
Duties Developed a fund raising program using media such as tapes, movies, etc., to assist in procuring money for the agency. Client says she was quite successful. She donated her time for this project.

OCCUPATIONAL INDICATORS (interests, aptitudes, hobbies, etc.)

Additional work experiences: 1) Developed a recruitment program for prospective adopting parents. 2) Developed a remedial reading program for a Jr. HS in Illinois. 3) Has lead various women's groups in her church. 4) Worked in a nursing home for a short time as a volunteer in a recreational capacity. 5) Elementary ed. teacher for four years - her first job before getting married. 6) Tutored HS students off and on for a few years while raising her children. Apparent abilities, stated interests: organizational capabilities, likes to develop new programs, especially in using various media to recruit volunteers, funds, etc. Enjoys public speaking, working with people in a supportive manner. Enjoys positions which involve creativity, enthusiasm, and challenge.

PURPOSE FOR COMING TO CENTER

Determination of course for education and/or training
Client stated that she is not interested in further schooling.
Career Information Would like to use the computer to discover what jobs are available for someone with her training and expertise, other than teaching.
Testing Client said she would like to take an interest test to help her further pare down her interests.
Placement Says she wants some help in learning how to look for a job, especially in developing her ability to be assertive.
Self Exploration Stated that she feels she "should" work with people and is not sure if this is something she really wants - would like to explore this.
Other

OTHER INFORMATION

Client said she is now looking for a paying full time job because 1)her children are about to go to college and they need the money, and 2)because she is looking for some independence and satisfaction, especially since her children will soon be out of the home. Her husband is a clergyman - she stated that sometimes she has a difficult time saying no to requests she gets from church people to help with projects - may need to explore this feeling more and do some assertiveness training. She also mentioned that it is difficult for her to be "pushy" in relation to looking for a job, although she recognizes that this may be necessary.

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Further comments: Client stated some possible jobs which she might be interested in and would like to research: advertising, business or industry in a position of developing staff training materials, fund raising. She mentioned that she is NOT interested in working with children or teaching in K - 12. She wants a position that involves changes and challenges, but definitely not tension, high pressure, politics, or manipulation of people, such as sales.

Client's homework: 1)To visualize the "perfect job" in all its aspects, attempting to ignore for the present her stated need to earn enough money to help send her children to college, and to leave out the sense of responsibility to help people which she has stated. 2)To imagine herself in a situation that would involve tension and high pressure and look at how this situation would make her feel. An example might be confronting an obnoxious door-to-door salesman. I asked that she try to imagine herself being obnoxious back, and be aware of how this makes her feel.

My homework: To research various interest tests and share my findings with her next week to help her decide if they would be valuable to her. Also I will do a preliminary search in the computer manual to work up a potential search to be checked out with her.

DISPOSITION

Career Information_____
Testing_____
Counseling x
Other_____

Next session we will go over her homework and mine, and will determine at that time whether she wants to take an interest test or use the computer to search job alternatives.

Date 11/?/78

Signature counselor

EXAMPLE OF IMPROPER FORM COMPLETION

Doe, Pat #

ADDRESS 7133 N. Flower PHONE 662-8713

Citizenship US Date of Birth 1/7/36 Ethnic Origin
General Health: good X fair poor
Physical Disability 0
Criminal Record 0 Explain
Employed yes Where How long
Present Income Source
Family Status

EDUCATIONAL BACKGROUND:

Highest grade or G.E.D. completed yes Where
Area of Emphasis
Special schools/training (e.g. military, private schools)
Where
Special Skills/Certificates

MILITARY EXPERIENCE:

Yes No x Type of discharge G.I. benefits

LIFE EXPERIENCE (Begin with present, include home, child rearing, community volunteer work, travel, etc.)

Organization dish washer
Address
Job Title
Period of Employment: From To
Duties

Organization housewife
Address
Job Title
Period of Employment: From To
Duties

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Organization volunteer work
Address
Job Title
Period of Employment: From To
Duties

OCCUPATIONAL INDICATORS (interests, aptitudes, hobbies, etc.)

music, sewing, crafts

PURPOSE FOR COMING TO CENTER

Determination of course for education and/or training
Career Information
Testing X
Placement
Self Exploration
Other get a job

OTHER INFORMATION

depressed
not sure what she wants to do
wants a good job
$8,000
worries about kids
will check paper
job interview

DISPOSITION friendly

Career Information
Testing X
Counseling
Other

Date

Signature

CIRCA - INTAKE / 77

4. CAREER INFORMATION

Integral to the career decision making model is the ability to provide clients with the information necessary to make choices based on fact and knowledge rather than simply intuition. In order to achieve this it becomes important for the center to have a source of career information. This can be best achieved by combining published career information (see pages 99 through 103 for suggestions) with computerized career guidance information (see page 108 for possible programs).

If the decision is made to employ a computerized career guidance system it becomes important to stress to the paraprofessional, and they in turn to the client, that a computer, like all sources of information, cannot make the decision for the client but only provide information pertinent to the decision.

It is anticipated that both the computerized system and the materials within a career library will be at least partially, if not totally, foreign to the paraprofessional in training. In order for the paraprofessional to gain the necessary facility to use these sources to their highest potential, sufficient time must be spent during the training to familiarize them with the sources, the method of use, and the type and amount of information that can be retrieved.

Because of the computer's ability to provide up-to-date information in an effective, time saving manner it is strongly suggested that a computer based system be installed in the center at the outset. A library of published materials can be developed more slowly as capital becomes available.

5. FORMAL ASSESSMENT INSTRUMENTS

A frequent misconception held by lay persons is that there are tests

that can tell them what occupation they "should" enter. That many potential paraprofessional counselors will enter training with this same idea should come as no surprise. What should come as a surprise, and also as a warning that more training in this area is needed, would be a trained paraprofessional who still holds this misconception or allows a client to labor under such a misconception.

Some clients will come to career counseling without a basic knowledge of themselves, their interests, aptitudes, and achievements. It is for those clients that formal assessment instruments can be of value in providing data useful and necessary to career decision making.

It is the responsibility of the administrator to choose those assessment instruments best suited to the needs of center clients (see pages 90 through 97 for suggestions) and make them available for use by counselors. It is also the administrator's responsibility to insure that all counselors are thoroughly trained in the aspects of administering and interpreting all instruments and that they use them in the manner and spirit in which they are intended.

It is strongly suggested that during the course of training the paraprofessionals have the opportunity to take the assessments, administer them to each other, and interpret them. This is done not only to provide practice but also to develop greater empathy toward the clients they will be assessing.

The following pages (38 through 41) will describe the types of instruments that may be pertinent to career counseling as well as some principles and cautions for testing that the supervisor is encouraged to duplicate for use with the paraprofessionals. In addition to this general information the paraprofessional needs to be made throughly familiar with the instruments to be specifically used by the center as well as with their manuals.

SUMMARY DESCRIPTION

Formal assessment instruments (also referred to as tests) are only one source of information used to help a client make decisions. They can be a helpful source for some clients in the career counseling process. They cannot, however, serve the purpose of making decisions or solving problems for individuals. Formal assessment instruments are simply tools and must not be treated as final entities in and of themselves.

APTITUDE TESTS are used to indicate what a person can learn to do. Innate ability may be a factor but the results of these tests are affected by past learning. They are often used as predictors of success.

ACHIEVEMENT TESTS give information about what the individual has learned to do. They are either norm referenced (comparing a person's score to the score of an appropriate group) or criteria referenced (can the person perform a specific task?).

INTEREST INVENTORIES give an indication of what a person might like to do. Interests and values are focused on.

PERSONALITY TESTS tell us about inner states and traits of the individual. They can be useful in getting to know the client, but the scores should be interpreted cautiously since the validity and reliability of these tests are not high. Generally speaking, interest inventories are more useful for the purpose of career counseling.

GENERAL PRINCIPLES IN ASSESSMENT

1. Assessment instruments are used as tools to provide information that will aid a client in decision making.
2. The more relevant and accurate the information, the better the decision is apt to be. This is why we are concerned about reliability (accuracy) and validity.
3. The user of an assessment instrument needs to know what the information yielded from the scores means and how far to trust it. When in doubt as to what inferences can be drawn from the data, under what conditions, and from whom, ask. It takes time to become an expert!
4. Assessment instruments should only be used after careful consideration of whether or not the results will provide information not currently available to a client. They should never be used for want of knowing what else to do.
5. Formal assessment instruments can supply only some of the data needed for decision making. A decision cannot be based on assessment data alone. Instruments are not infallible.
6. Use other sources of information. Talk to the client, listen and check out assumptions. Remember all sources of descriptive data can be in error.

HAZARDS IN ASSESSMENT

The following cautions are presented for both the protection of the client and the counselor.

1. Is the use of formal assessment an invasion of the client's privacy?
2. Has the use of an instrument and its resultant information been completely and clearly explained to the client?
3. Has the client's consent been obtained (in writing)?
4. For whose benefit will the data be used? The purpose, remember, is to help the client make decisions.
5. Is the information yielded by the test relevant to the decision to be made?
6. Is the client's anonymity protected?
7. Are directions followed exactly?
8. Are psychological risks being avoided? "Tests" can be anxiety provoking. Poor performance on ability tests can cause self-doubt. Personality tests can be easily misinterpreted. It is the responsibility of the counselor to explain the meaning and purpose of an instrument and take precautions to allay any psychological risks.
9. Is the client overestimating the power and potential of an instrument?
10. Is the counselor overestimating the power and potential of an instrument?
11. In interpretations, are the norm groups used appropriate? They must be as similar to the client as possible.
12. Do not catagorize a client! Be sensitive to his or her humanity. The client and the client's score are not identical. Don't confuse them.

GUIDELINES FOR ADMINISTRATION

The following are some general hints to ensure proper administration.

1. Make sure you understand the directions for administering individual instruments. Each instrument is accompanied by a manual. Read it carefully. Follow instructions exactly. If you deviate from the manual's stated procedure you will invalidate the results.
2. Try to ensure a quiet, interruption-free environment. You may want to post a sign reading: "Testing. Do Not Disturb."
3. Make sure the client understands what is to be done. If necessary, supplement directions in your own words. Don't give help or answer specific questions, however.
4. Have all of the material ready before the test. Is anything missing? If the test is machine scored, have some extra #2 pencils to loan.
5. In group testing situations, be careful to seat examinees in such a way as to help avoid temptations.
6. Don't schedule too many sessions without a break. With rare exceptions a one hour sitting is long enough for adults.

6. HOMEWORK

In the training of career counselors it is important to the process that the philosophy and rationale of homework assignments for both the counselor and the client be fully understood and shared by the paraprofessional. Without the paraprofessional's understanding and commitment homework assignments will not be judiciously chosen and used to best advantage.

The use of homework assignments in career counseling serves much the same purposes as out-of-session procedures employed in other forms of counseling. Homework allows the opportunity for the client to remain actively involved in the career decision making process between sessions. An assignment also serves the purpose of "bridging the gap" between sessions so that motivation does not diminish.

Assignments are made for both the client and the counselor. The purpose of mutuality of assignments is twofold: 1) to reinforce the concept that client needs will only be satisfied through mutual effort, and 2) as an assessment of client commitment to both the process and making a decision.

The nature and type of assignment to be made should reflect the information needs of the client in meeting the counseling goal. However, inasmuch as career information needs can be catagorized, to a certain extent, Section III Part B of this manual should be duplicated and given to the paraprofessionals in order to provide them with a source of potential assignments to meet client needs.

GUIDELINES FOR ASSIGNING HOMEWORK

1. Homework should be assigned for both the counselor and the client.
2. Client assignments should reflect the goals and objectives for counseling. They are intended to clarify issues and provide new information.
3. Counselor assignments need not be lengthy, but rather should focus on some point of interest to the client. This might be the scoring of an assessment instrument or lining up the name of a potential contact, for example.
4. Homework should serve as the method for beginning the next session. The assignment of new homework should end a session.
5. Repeated failure on the part of the client to complete homework assignments must be confronted. A client who is unwilling to do assignments is frequently indicating a lack of commitment to the process and a relegation of responsibility for making a decision. This is a waste of both counselor and client time.
6. Assigning inappropriate homework will impede the meeting of clients' goals and will probably result in a loss of faith in the counselor and "dropping-out" of the process.

7. ESTABLISHING RAPPORT

All clients enter counseling with some kind of a purpose in mind. This purpose is sometimes clearly defined in the client's mind but not always. It is the counselor's responsibility to establish a relationship with the client that will facilitate both the clarification of purpose and the serving of that purpose. The establishment of a facilitative relationship is known as building rapport.

Rapport between a client and a counselor is a relationship in which there is mutual trust and understanding. This trust and understanding can be developed by the counselor through the display of empathy, respect, and concern.

Empathy involves an understanding of another's views, feelings, and frame of reference to the fullest extent possible. Empathy involves maintaining separateness as a person while being fully "with" clients in their processes of thinking and feeling.

Respect involves a true belief in the worth of another human being. It involves accepting people as they are knowing that it is not necessary to like what they say or do. It is not up to a counselor to impose values on clients but rather to accept and value them as unique human beings.

Concern means to take clients and their problems seriously. Counselors display this concern by remaining actively involved in and attentive to communications with clients. Concern for clients means being interested in their welfare and willing to work towards achieving their purposes.

Counselors like all people have human characteristics that sometimes will not allow for the building of rapport with a particular client. The client may possess values and behaviors that the counselor simply cannot accept. When this occurs fairness to both the counselor and the client

dictates that the client be referred to another counselor.

Because of the importance of rapport in the counseling process the supervisor is encouraged to be certain that the paraprofessionals understand the components of a facilitative relationship.

8. ACTIVE LISTENING

In order for paraprofessional counselors to successfully aid their clients through the career counseling process they must first understand them. This understanding can best be accomplished by employing active listening principles.

The nature of counseling is such that in order for the goals of clients to be met the counselor and client need communicate on a personal level. This personal level of communication consists of two content areas, cognitive and feeling. In order for cognitive content to be dealt with meaningfully it becomes necessary to first address the feelings being expressed. This is most effectively done by a counselor who understands the following principles:

1. Feelings are neither good nor bad.
2. All people have a right to their feelings.
3. The feelings being experienced make sense to the individual experiencing them. Feelings come from the individuals personal frame of reference.
4. Feelings are not inherently dangerous.
5. Denying feelings does not make them go away.

A lack of understanding of these principles by the paraprofessionals will result in attempts to: negate the validity of expressed feelings, deny the existence or importance of the client's feelings, supress the expression of feelings, imply that there is something wrong with the

feelings. All or any of these behaviors display disrespect for the client and inhibit the establishment of a facilitative relationship.

In addition to allowing the expression of feelings and accepting them the counselor often must help the client clarify the feelings and increase self-understanding.

Client: "I really have to find a job that makes me feel more worthwhile and satisfied. This one is so menial."

Counselor: "You feel that your job is unimportant and so you're insignificant and meaningless?"

Before a counselor can help a client move to possible solutions to a problem an understanding of what is creating the problem is necessary.

There are several responses that a counselor can utilize to facilitate communication and understanding. These are minimal verbal responses, paraphrasing, probing, reflecting, clarifying, checking out, interpreting, confronting, informing, summarizing and silence.

Minimal verbal responses can be likened to occasional head nodding. Just as head nodding may be used to indicate that what is being said is also being heard so too can verbal clues such as "mm-mm", "yes", "I see", "uh huh" be used.

Paraphrasing is a verbal statement that says the same thing the client said in different words. For example:

Client: "I had a lousy day."

Counselor: "Today went badly for you."

Probing is the asking of more information about something. It may be used to obtain pertinent details or to help the client focus on some aspect of a situation.

Client: "My boss is so impossible!"

Counselor: "Tell me how he goes about being impossible."

Reflecting refers to communicating our understanding of our clients and their concerns and perspectives to them. The counselor reflects both spoken and unspoken feelings which the client is experiencing.

Client: "My supervisor is always hovering around to make sure we're working."

Counselor: "You resent him treating you as if you were irresponsible or lazy."

Clarifying is an attempt to focus upon or understand the basic nature of a client's statement.

Client: "The whole thing is just impossible! It will never work."

Counselor: "I'm confused about why you feel it won't work."

Checking out occurs when the counselor is genuinely confused about perceptions of the client's verbal or non-verbal behavior. Checking out is also used when the counselor has a hunch that appears worth trying out.

Client: "You don't really want to help me."

Counselor: "I get the feeling something I'm not aware of has upset you. Could you share what's going on?"

Interpreting occurs when the counselor makes inferences from the client's statement, or when the counselor tries to help the client gain an understanding of underlying feelings. If the counselor's interpretation is accurate and useful in adding to the client's understanding the client will agree with the interpretation. If the interpretation is inaccurate the client will usually try and explain more fully.

Client: "I just can't make myself write those reports. I always put them off and then find myself in a bind trying to get them done."

Counselor: "You seem to resent having to do something you don't want to do."

Client: "Yes, I guess that's it."

Confronting involves pointing out noted verbal or behavioral discrepancies on the part of the client. It is honest feedback about what the counselor thinks is going on with a client.

Client: "I really meant to get my homework done but I just didn't get around to it."

Counselor: "You say that you'd like to be able to make a decision yet you never do the things it would take to be able to make one. I get the feeling we're just wasting time."

Informing occurs when a counselor shares some factual information not yet possessed by the client.

Client: "I've decided to enroll in X University in the Paralegal Program."

Counselor: "X University doesn't have a Paralegal Program. As a matter of fact none of our state universities have such a program."

Summarizing is the process whereby the counselor brings together in an organized manner all that has been discussed about a particular issue. Summarizing is also being done when the counselor highlights what has been done during the whole session or what has been found out up to a certain point. Summarizing is beneficial when both the counselor and the client participate in and agree on the summarizing message.

Silence on the part of the counselor and/or the client can provide the opportunity for both to absorb and make sense out of some point being considered. Counselors often choose to remain silent when they perceive a need on the part of a client to vent pent up emotions and feelings. A prolonged (and perhaps uncomfortable) silence may indicate that both the client

and counselor are stuck. An examination of how and why this came about could be helpful to the process.

The opportunity for paraprofessionals to practice these kinds of responses should be integrated throughout the rest of the training period. Active listening like all skills requires practice before it feels like a natural response for the person learning it. The more the paraprofessionals practice the better able they will be to listen actively and thus better understand their clients.

9. DECISION-MAKING MODEL

Implicit in the philosophy and procedures presented in this manual is the implication that career counseling paraprofessionals will serve as guides through the career decision making process. It is fitting then to devote a segment of the training time to insure that the paraprofessionals understand the process of decision making. In order to achieve this the following decision making model (see page 50) is presented along with the suggestion that the supervisor conduct a group exercise around the model. One way of doing that might be for the supervisor to provide the presenting problem and then serve as facilitator while the paraprofessionals simulate the process.

Whether this decision making model is used or another is chosen it is important that the supervisor make certain that the paraprofessionals understand the decision making process. It is not appropriate to assume that decision making is a skill possessed by all adults. If that assumption were true there would be no demand for assistance in career decision making.

A MODEL FOR DECISION MAKING

1. Define problem clearly
2. List alternative courses of action
3. List desired outcomes
4. Establish priorities
5. Reality test alternatives by
   a. Considering assets of each alternative
   b. Considering liabilities of each alternative
   c. Considering constraints imposed by priorities
   d. Assessing the probability of reaching desired outcomes
6. Draw conclusions
7. Take action

10. GOAL FORMULATION

The major difference between the dialogue that goes on in counseling of any kind and general conversation is that counseling dialogue is aimed at achieving a purpose that the client and the counselor have mutually agreed upon. This purpose is the goal of counseling.

At first glance it appears to many that the goal of career counseling has been predetermined by the very fact that the type of counseling has been given a specific title. Experience has shown, however, that the word career has different connotations to all people. It is the job of the career counselor to find specifically what connotation an individual holds so that the needs can be effectively met.

The first step in the decision making model (see page 50) serves as the key to formulating a satisfactory and workable goal. The counselor must use all listening skills learned (see pages 45 through 49) in order to assist the client in defining the problem clearly in both their minds. For example:

Client: "I've had this job for two years now and I think I want to find another ."

Counselor: "You want me to help you in finding a new job?"

The apparent goal for this counselor and client then would be to find the client a new job.

Goal formulation appears to be simply the process of defining the problem and then turning the problem around and making it the goal of counseling. If people's problems were always that simple and clear, they would rarely need the help of a counselor in solving them. That they do need help would tend to indicate that there must be "something else" there. That "something

else" may be referred to as issues and may or may not be within the scope of an individual's awareness. Whether or not the individual is aware of these issues it is important for the counselor to be able to identify the issues with the client so that they can be considered in the goal setting. For example:

Client: "I've had this job for two years now and I think I want to find another one."

Counselor: "You're uncertain about whether or not you want to stay in your job?"

Client: "Well, I know I want out of this job but I just don't know what else I'd do."

Counselor: "You're confused about what you might be qualified to do."

Client: "Not exactly. I know what I'm qualified for - another one of these factory jobs. That's all I've ever been able to get!"

Counselor: "So your feeling that even if you leave this job you'll end up in one just like it - and that's discouraging to you."

Client: "Yeah, I've had these kinds of jobs off and on for eight years now. I don't like them but I'm never qualified for the jobs I'd like to have."

Counselor: "So you're feeling like you're stuck in a rut."

Client: "Yeah, but I don't know how to get out of it - except maybe to get some training in something else?"

Counselor: "Your feeling that going to school or getting some kind of training may help get you out of your rut."

Client: "The thing is I don't know what kind of training I'd want or where to get it."

Counselor: "So you're confused about what to go into and where to get the

training."

Client: "That's right! There are some jobs that sound interesting but I don't know what they're all about or where to learn how to do them."

Counselor: "So you'd like me to help you explore these jobs and find out what's involved in being trained for them?"

Client: "Yes. If I knew that I could decide which one to get into."

Counselor: "All right then, we'll spend our time together identifying three or four jobs that you'd be interested in and finding out how you could train for them."

Client: "Good! How do we start?"

The goal then is not really finding a new job but rather determining a course of training for the client to enter. Had the counselor not taken the time to closely examine the issues underlying the client's statement of the problem, much time and effort could well have been spent in fruitless activity. One has to know where one is going before it can be determined how to get there and if the destination has been reached.

Paraprofessionals will require a great deal of assistance in learning to formulate goals that are accurate and achievable. Until skill through practice has been developed the supervisor needs to watch and listen closely to make certain that the counselors are not taking a client through any and all of the services with no clear intent in mind. Interest surveys only make sense for people who are unaware of their interests. They don't make sense for someone trying to decide whether to become a commercial pilot or to stay in the Air Force even though eligible for retirement.

Paraprofessionals in training will need be continuously cautioned about contracting to accomplish goals that they cannot achieve. Clients oftentimes

will enter counseling with the stated desire of finding a job they are happy with and satisfied in. The eager paraprofessional is apt to jump in and attempt to meet a contract that promises happiness and satisfaction rather than first examining the issues that constitute those two ends, and then determining the tasks necessary to address the issues.

The supervisor would do well to spend time explaining and clarifying the concept of goal formulation and providing the paraprofessionals ample time to practice, via role play and group activities, before the paraprofessionals attempt intake interviews with clients.

There may be instances where the process between a counselor and a client may seen inordinately long or perhaps the counselor voices some uncertainty about whether or not a client is finished or even how one knows when closure should occur. Should these kinds of problems arise it would tend to indicate that the counseling goal was improperly formulated. Had it been properly formulated both client and counselor would know if and when it had been achieved.

In some cases the achievement of one goal results in the need to address another goal. For example, an initial goal might be to identify the type of occupation a person would like to enter; once this has been done the counselor and client may need to negotiate another goal aimed at providing the client with the skills necessary to write a saleable resumé and have a successful interview.

11. CLOSURE

The logical point at which to end the counseling relationship is when the counseling goal has been met. As indicated previously the meeting of one goal may result in the occurance of another. If that is the case a new

contract needs to be negotiated and the relationship maintained until the new goal has been met.

In some cases the new problem, or even the initial problem, may exceed the scope of the paraprofessionals' skills and competencies. When this occurs the client should be referred to someone, or someplace, better able to handle the problem. An example of this might be a woman with children who has identified an occupation she would like to enter but feels guilty about not staying at home with her children. The paraprofessional will need to refer her to another counselor who could help her either work out the guilt or feel comfortable staying home with the children.

In most instances, however, once the client and the counselor have examined all the possible alternatives a decision is usually made. The making of a decision can oftentimes involve some negative as well as positive consequences and as a result may be very difficult for a client. Sometimes a client may even choose to make no decision, which in a sense is a decision to not change. The counselor must respect this non-decision and realize that the problem belongs to the client and as long as no clear and imminant danger is involved the choice of what to do about a problem remains the clients'.

Once the counseling goal has been met the paraprofessional needs to be sure that there is no unfinished business that should be tended to in order for the client to feel "finished". This unfinished business may result in the need to have once more session even if the counselor feels finished. Clients frequently need the support inherent in knowing that they can come back and share their new plans with the person who was integrally involved in their formulation.

12. CLIENT DANGER SIGNALS

In spite of comprehensive training and preparation, counseling does not

always go smoothly. There are various difficulties which are bound to occur at some point in any type of counseling situation. Having some idea of what some of these client problems are, how to identify them, and how best to deal with them can be of great assistance to the counselor. Some of the more common problem situations that paraprofessionals in training would benefit from knowing are briefly outlined below.

Individuals Seeking Therapy

Although your program will be advertised as a career counseling project, occasionally a client will come in who is actually in need of personal counseling or therapy. There are various reasons why this will occur. First, it is often difficult to make a clear distinction between career counseling and personal counseling. Many times issues of a more personal nature overlap with career issues, such as in the case in which a "rocky" marital situation makes it difficult for a client to make a career decision. There will be times when it is appropriate for the counselor to deal briefly with such issues, but, as in the case mentioned, it is not appropriate to do marriage counseling or deal in much depth with such personal concerns. This type of situation needs to be discussed in debriefing and staffing sessions in order to assist the paraprofessional in making the best decision about where to set the limits of career counseling.

Second, many clients are unaware of the nature and purpose of counseling, and may believe that career counseling includes everything from testing to therapy. This situation is best dealt with by educating and clarifying to the client what the limits and purpose of career counseling are.

Third, occassionally clients may be aware of personal difficulties they are experiencing, but will be hesitant to initiate personal counseling or

therapy. Since career counseling may be seen as less threatening than therapy, some clients may attempt to resolve deeper issues indirectly through career counseling. In these cases it is advisable that the counselor provide support for such clients while encouraging referral to an appropriate agency or professional. It is extremely important for paraprofessional counselors to be aware of their limitations in doing counseling and to responsibly refer clients when the situation demands greater expertise.

One final point here — because a client chooses to begin personal counseling does not necessarily mean career counseling should be discontinued. It is important to assess whether the personal issues are so great that they render career counseling ineffective, or if they are manageable and can be worked on concurrently with career related concerns.

Unstated Motives for Counseling

Another fairly common client problem is the case in which a client comes to counseling with a "hidden agenda", that is, having goals other than those which s/he has stated to the counselor. There are probably as many possible hidden agendas as there are clients, but some are more common than others. Some younger clients may come to career counseling because their parents "strongly suggested" that they do so, not because they felt the need themselves. Other clients come to career counseling because they think they "should" go back to work, "should" find a more prestigious job, or "should" return to school - but don't really want to make such a change. In such instances counselors will find themselves caught up in a game of "yes, but..." in which the client finds an excuse to not cooperate with every suggestion made by the counselor. A final example of a hidden agenda can be found in the case of a client who is looking for companionship and support rather

than career counseling. Such individuals may have difficulty establishing meaningful relationships in their lives and seek a substitute in a counseling relationship.

Signs of hidden agendas usually take the form of great frustration in the counselor, lack of progress toward stated goals, repeated appointment cancellations, power struggles between client and counselor, and/or resistance to completing homework assignments. If such indications are present the counselors should first talk this over with the supervisor, and then in most cases confront this directly in counseling. It is important for the counselor not to express this concern to the client in an angry way, but rather in an open-ended fashion that shares honestly the counselors frustration. If such situations are not confronted, chances are that goals will never be established or accomplished and both counselor and client will leave the relationship feeling uncomfortable, unfinished, and possibly cheated.

Unrealistic Expectations

A third client problem which often occurs is founded in the expectations which many individuals have for the career counseling process. It is common for clients to believe that career counseling and/or vocational testing will perform some kind of magic and tell them exactly what field they are best suited for and in which they are most likely to succeed. Most clients will share this perception early in the counseling process, and the counselor needs to dispell this belief as soon as possible. This might most effectively be done by encouragement and an emphasis on the fact that the best sources of information for self-enlightenment lie within the clients themselves. It is also very important to make it clear that there is nothing magical about vocational and aptitude test results. These results usually only show the

manner in which the client compares to others in a similar group.

Unkept Appointments

Another problem of a more practical nature arises when clients come for one appointment and don't return for later appointments, or when clients repeatedly cancel appointments with various "excuses". In the case of the former, a good policy might be to call the client to attempt to discover the motivation for not returning, rather then to assume they have lost interest. Occasionally people need some extra encouragement to continue career counseling.

In the case of repeated cancellations various factors could be at work. Possible causes, in addition to hidden agendas mentioned previously, might be a lack of commitment on the part of the client, hidden agendas on the part of the counselor, client resistance to termination, conflicting client/counselor goals, or possibly a fear of coming to a final career decision which would result in a major life change. In any case, the problem should be confronted in supervision sessions with the counselor in order to assess what the difficulty is so that it might be handled. It is also suggested that the issue be directly confronted with the client since any of the possible underlying causes for repeated cancellations will hinder the career counseling process if left unresolved.

Uncompleted Assignments

Similar situations to those relating to unkept appointments occur when a client repeatedly fails to complete homework assignments. Any of the previously mentioned causes of repeated cancellations may be at work. In addition, this situation could also be an indication that the counselor is having a difficult time establishing and clarifying goals with the client,

and consequently is suggesting inappropriate assignments. Counselors may, at times, become overzealous and assign more homework than the client can handle or has the time for. Again, this issue needs to be confronted first in supervision, and then in the counseling sessions.

Resistance to Terminating the Relationship

A final difficulty which may arise is client resistance to closure. There may be varying reasons for this, two major causes are most likely. First, ending counseling may mean to the client that steps toward a major life change must be taken. For many this can be a somewhat threatening proposition. Prolonging counseling may be a way to avoid dealing with a difficult situation. Second, clients who have invested much of themselves in their relationship with a counselor, and who have few significant relationships outside counseling, may find termination difficult.

If a counselor suspects that a client is resisting termination it would be advisable to state this to the client in a supportive fashion. The counselor can simply ask if the client is having any difficulty ending the relationship and if s/he is aware of any particular fears relating to ending counseling. If such fears are expressed by the client, then a new short-term goal might be established in order to deal in a concrete way with these fears. It is very important when nearing closure to "tie up the loose ends" by reviewing progress, assessing accomplishment of goals, and assuring that both client and counselor "feel finished" with the career counseling process.

13. THE FIRST INTERVIEW

By this point the paraprofessional will have received all of the philosophical and technical training necessary to begin seeing clients. In spite

of this classroom learning some, if not all, of them will have a great deal of anxiety about having to face a "real live person" who is looking to them for assistance. Although nothing short of experience will remove this anxiety, an aware, encouraging, supportive supervisor can help allay some of the anxiety.

One of the ways to be helpful at this point is to spend time reviewing some of the basics, such as use of the intake form, active listening, assigning homework, and goal formulation.

This section contains (pages 62 through 64) a condensed version of how an intake interview might go. Reproduction and discussion of this example would help the paraprofessional identify what kinds of things need to occur in an intake.

In as much as practice can help alleviate stress and anxiety the supervisor is encouraged to provide the paraprofessionals with an opportunity to role play an initial interview. The conducting of the role plays in the presence of other paraprofessionals and the supervisor would allow for input and clarification, as well as providing support.

INITIAL INTERVIEW EXAMPLE

The following example is given as an illustration only. The counselor's individual style, client's needs, etc. will, of course, influence the direction of any session conducted. Please review the example and ask questions about aspects that seem unclear or inconsistent with your personal approach.

COUNSELOR	CLIENT	RATIONALE
1. "Good evening, Mr. J. What brings you to CIRCA?"	1. "Well, I heard that there are jobs here."	1. Opend-ended, to begin structure of meeting.
2. "I am here to help you explore your strengths and interests, and that might possibly help you choose an area of work that fits you."	2. "Oh. How does that happen...how do you do that?"	2. Explain purpose of service.
3. "We will spend about 1½ hours tonight getting information about you so that we both understand your direction better."	3. "Well, I'm not very talkative."	3. More structure.
4. "By sharing your interests and experiences we can work together to chart a plan for you."	4. "OK, that sounds alright."	4. Where we are going and how.
5. "Perhaps you would begin by telling me about your background, what have you been doing up to now?"	5. "You mean school?"	5. Data collection.
6. "Whatever you feel is important."	6. "Well, I wasn't so good in school. I dropped out early, in 10th grade, and got this job."	6. Let client lead the way.
7. "What sort of work did you do?"	7. "I was working for the city. I delivered papers around to the offices. You know, sort of a route man."	7. Pinpoint experiences, education, etc.

COUNSELOR	CLIENT	RATIONALE
8. "I'm not sure I do know. What does a route man do?"	8. "Well, we were s'posed to make deliveries of supplies, pick 'em up at the warehouse and take stuff to the offices. Supplies and stuff."	8. Get at skills, experiences, likes and dislikes.
9. "Are you still doing this?"	9. "Yeah...but it's work for younger kids, you know. It's heavy sometimes, and people are nasty."	9. Present status.
10. "How have they been mean to you?"	10. "They want it faster, you know. 'Should have been here yesterday.' I'm not one to argue, but it makes me mad when they don't understand."	10. Explore attitudes about work and present job.
11. "What don't they understand?"	11. "I'd like to be doing something else, something more important after all these years."	11. Where are you needed. What are your objectives.
12. "Have you thought specifically about what sort of work would get this prestige and that you would enjoy?"	12. "Well, not so much. I guess that's why I'm here. Do you think there is such a thing?"	12. Where are you with your specific plans.
13. "I think we can be of help. During our meetings together we can explore your abilities and interests. I would like you to do something before next time. Will you?"	13. "What's that?"	13. Where will we go from here.
14. "Will you go to the personnel office at the city and see what sort of openings there are, ones that might appeal to you?"	14. "I could do that."	14. Homework

COUNSELOR	CLIENT	RATIONALE
15. "When would be a convenient time for you to go?"	15. "I'll go Thursday afternoon when I'm off."	15. Be specific.
16. "Good! Now, before we finish tonight, I need a little more information from you. Let's fill in the rest of this form..."	16. "OK."	16. Get all intake data.
17. "Now, we will meet again next week at 6:30 in this room. Here's a card to remind you. What will you bring with you?"	17. "Let's see. I guess I'll have a list of a few jobs open at the city."	17. Closure for session #1.
18. "Good, Mr. J. See you then."	18. "Bye."	

SUMMARY: The intake interview is designed to get information about the client, and set up a direction for the next interview. Mr. J. would like to upgrade his job and stay with the city. Objectives indicate exploration (Session #2) of available openings, training, procedures, interests, etc. for a specific job. It may be that later testing would be required, but presently it seems information and motivation are called for. The same paraprofessional should follow-up with interview #2 and attempt to narrow choices down. As well as explore how his present job might be more acceptable (e.g. how to deal with demanding people and client's feelings of being in a "nothing" job).

SECTION III

SUPPORT INFORMATION

INTAKE

Name_____, _____ #_____

Address_____ Phone_____

Citizenship_____ Date of Birth_____ Ethnic Origin_____
General Health: good_____ fair_____ poor_____
Physical Disability_____
Criminal Record_____ Explain_____
Employed_____ Where_____ How long_____
Present Income_____ Source_____
Family Status_____
_____

EDUCATIONAL BACKGROUND:

Highest Grade (or GED) completed_____ Where_____
Area of Emphasis_____
Special Schools/training (e.g. military, private schools)_____
_____
Where_____
Special Skills/Certificates_____

MILITARY EXPERIENCE:

Yes____ No____ Type of Discharge_____ G.I. Benefits_____

LIFE EXPERIENCE: (Begin with present, include home, child rearing, community volunteer work, travel, etc.)

Organization_____
Address_____
Job Title_____
Period of Employment: From_____ To_____
Duties_____
_____

Organization_____
Address_____
Job Title_____
Period of Employment: From_____ To_____
Duties_____
_____

Organization_____
Address_____
Job Title_____
Period of Employment: From_____ To_____
Duties_____
_____

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OCCUPATIONAL INDICATORS (interests, aptitudes, hobbies, etc.)

_____

_____

_____

_____

_____

_____

_____

PURPOSE FOR COMING TO CENTER

Determination of course for education and/or training_____

_____

Career Information_____

_____

Testing_____

_____

Placement_____

_____

Self Exploration_____

_____

Other_____

_____

OTHER INFORMATION

DISPOSITION

Career Information_____
Testing_____
Counseling_____
Other_____

Date_____

Signature_____

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CAREER INFORMATION

NAME _____, _____ # _____

CAREER INFORMATION OBJECTIVES	DATE
COUNSELOR INTERVENTION	
EVIDENCE OF CLIENT PROGRESS	
DISPOSITION	

Signature _____

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TESTING

NAME_____,_____#_____

TEST(S) GIVEN	DATES	SIGNATURE

TEST RESULTS AND INTERPRETATION	DATES	SIGNATURE

Outcome(s) of testing session(s):

Prognosis for direction client is heading:

Disposition of client:

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COUNSELING

NAME_____, _____ #_____

1. Purpose for counseling; how this intervention will assist career choice.

   a.
   b.
   c.
   d.

2. Counselor intervention:

   a.
   b.
   c.
   d.

3. Evidence of progress:

   a.
   b.
   c.
   d.

4. Evaluation of counseling:

   a.
   b.
   c.
   d.

5. Disposition of client

Date_____

Signature_____

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CASE SUMMARY

Client's Name_____ File #_____

Number of Sessions_____ Dates of Sessions_____

_____

Description of Client (Age, sex, occupation, relevant data from intake)

Client Goals

Intervention (What did you do to help client reach goals?)

Evaluation of Progress

Summary and Comments

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FOLLOW-UP

NAME_____, _____ #_____

Please help us in our evaluation of the Career Information Resource Center by answering the questions below and returning this sheet in enclosed envelope.

1. What was your purpose for coming to CIRCA?

2. Which services did you use? (Testing, career information, counseling, referral)

3. Overall, would you say CIRCA services were

☐ Very good ☐ Good ☐ Poor

4. Which of the services that you used did you feel were of most help?

5. Which were of least help?

6. What progress have you made towards achieving the purpose that brought you to CIRCA?

7. Do you wish further contact with CIRCA?

8. If so, when would you like to be contacted?

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CLIENT EXPERIENCE WORKSHEET

Client_____ Counselor_____

I. Type of Session and Date:
Initial_____ Testing_____
Career Information_____ Counseling_____

A. Initial:
As a result of this session my goals may be stated as:

B. Counseling:
My objectives for this counseling session were:

I can see progress as a result of this session because:

C. Testing:
During the session I took the following test(s):

My understanding of the test's objectives is:

As a result of testing I have learned:

D. Career Information:
My specific objectives for my Information search were:

I can identify the following progress towards my goals as a result of this session:

II. Homework

My homework for my next session is:
Date_____Homework_____
_____

This homework is relevant to my goals because:

This homework helped me to discover:

My homework for my next session is:
Date_____Homework_____
_____

This homework is relevant to my goals because:

This homework helped me to discover:

My homework for my next session is:
Date_____Homework_____
_____

This homework is relevant to my goals because:

This homework helped me to discover:

SUPPLEMENTARY WORKSHEET

B. Counseling:
My objectives for this counseling session were:

I can see progress as a result of this session because:

C. Testing:
During the session I took the following test:

My understanding of the test's objectives is:

As a result of testing I have learned:

D. Career Information:
My specific objectives for my Information search were:

I can identify the following progress towards my goals as a result of this session:

PART B. SUGGESTED HOMEWORK ASSIGNMENTS

1. CAREER AND EDUCATIONAL AWARENESS

Researching Higher Education Catalogues

Purpose:

a. For a client who wants to return to school to assist in exploring educational and career objectives.
b. To assist any client in career interest exploration.

Procedure:

a. Client is instructed to go through any college catalogue and circle courses of interest.
b. Counselor discusses choices selected and looks for similarities and differences, and explores reasons for selections made by the client.

Follow-up:

Counselor further explores career interests and looks for related fields to assist in narrowing down fields of interest. If the client decides to return to school, tests can be administered and career information can be drawn from a computer search.

Interview With a Professional

Purpose:

To gain insight and knowledge into the realities of particular occupations. This may also serve to establish a professional connection in the client's field of interest.

Procedure:

a. Client makes an appointment to interview a professional in one or more occupations of interest.
b. Counselor discusses with the client any discoveries and/or changes in feelings concerning the job.

Follow-up:

Counselor further explores what implications this interview had for the client: how it was helpful, what was learned from the experience, whether there is still interest in this field, what the client's likes and dislikes are in this field, and what skills and strengths the client has to offer this occupation.

Awareness of Non-Paid Career Activities

Purpose:

To demonstrate a wide range of non-work activities available in a given community, following up on the notion that career can consist of non-paid activities.

Procedure:

This exercise involves the client and counselor in identifying non-paid activities in a given community. The assignment consists of having the client collect data on community opportunities, such as the Chamber of Commerce, parks and recreation departments, local clubs, or newspaper event calendars. The counselor may assign specific data sources.

Follow-up:

After data has been gathered, a session may be spent discussing specific options in terms of client interest, resources and the total career plan. Specific questions to be asked might include: Is it realistic in regard to cost? What is the client's potential for preparation for a future job? What are the time and commitment requirements?

2. SELF-EXPLORATION AND VALUES CLARIFICATION

Exploring the Want Ads

Purpose:

To explore client interests.

Procedure:

a. Client looks through the want ads and circles jobs of interest; it is recommended that the client disregard such factors as salary, hours, and location for this exercise, since the purpose is to identify areas of interest.
b. Counselor examines jobs selected and looks for similarities and themes running through the choices, as well as reasons why particular jobs were picked. Past experiences the client has had with particular occupations should be explored.

Follow-up:

a. Client can pursue any job selected.
b. Counselor and client can research reference materials pertaining to a particular field.
c. Counselor and client can pursue a computer search for area(s) of interest which were discovered through this exercise.

Likes and Dislikes of Past Experiences

Purpose:

To assist the client in understanding what makes a particular experience pleasurable versus unpleasurable.

Procedure:

a. Client makes a list of things which, on the basis of past experience, s/he wants to have or use in a future career; another list is made of things s/he knows s/he wants to avoid.
b. Counselor compares similarities and differences, and uses this information in further occupational exploration.

Follow-up:

The counselor guides the client toward present career choice, keeping in mind the plusses and minuses which the client mentioned in the list. Positive attributes should be encouraged and identified in future career choice, and negative characteristics should be pointed out so as not to repeat these experiences. The counselor helps the client to become aware that s/he has a choice based on past discoveries.

If You Could Have Any Job...

Purpose:

To identify client interests.

Procedure:

a. Client is asked to describe the perfect job for him/herself 1) one year from now, 2) ten years from now, and 3) twenty years from now.
b. Counselor assists the client in fantasizing about these jobs in their various aspects, i.e. salary, location, prestige, type of job, work atmosphere, what kind of people bosses and coworkers would be, etc. Part of this process is to clarify interests, part is to teach the client to consider career in a more global sense, that is, as a life's goal.

Follow-up:

After completing and processing the fantasy, the significant aspects of the fantasy may be taylored to realistic goals and expectations, and the counselor can help the client to formulate a plan to achieve a desired goal.

What Are the Things That Make Me Unhappy?

Purpose:

To attempt to identify the client's awareness of self.

Procedure:

a. Client makes a list based on the above question and analyzes the things which s/he could change through an alteration in 1) environment, such as one's job, location, etc., and 2) self.
b. Counselor supports and encourages the client's ability to make an accurate appraisal of him/herself and assists the client in clarifying priorities.

Follow-up:

The counselor assists the client in distinguishing environmental versus personal change, and the importance of these to a career choice.

On the Last Day of My Life

Purpose:

To assist the client in thinking about long-term goals and values.

Procedure:

a. Client is asked to write an article about the following: "On the last day of my life, what must I have done or been so that my life will have been worthwhile?" The client then makes three lists: 1) things already accomplished, 2) things not yet accomplished, and 3) steps needed to accomplish what is not yet done.
b. Counselor assists the client in formulating steps necessary to complete the desired goals.

Follow-up:

The counselor works with the client on a step-by-step program for achieving his/her goals and deals with any barriers as they come up.

Who Are You?

Purpose:

Since work satisfaction often depends on matching one's personality with one's work environment, it is important to have an adequate self-appraisal.

Procedure:

a. Client attempts to answer this question by completing the sentence, "I am..." This should be repeated ten times. Answers may include the roles the client plays, beliefs, responsibilities, groups the client belongs to, or interests.
b. Counselor discusses with the client who s/he is and what s/he wants out of life. The client is then assisted in assessing feelings regarding a particular characteristic. An attempt is made to identify similarities and clusters of characteristics.

Follow-up:

The counselor encourages the client in an honest self-assessment, and works with the client in establishing a career that will match personal characteristics with the work environment.

Priorities List

Purpose:

To help the client clarify areas of concerns to facilitate the narrowing down of interest areas.

Procedure:

a. Client lists, in order of priority, characteristics that a job must have to fit client interests, abilities, etc.
b. Counselor will review these priorities with the client and discuss how these fit in with the occupations that have been considered.

Follow-up:

The counselor has the client make a parallel list of the occupations which have these priorities within them and those which do not. The counselor then reviews and discusses the implications that this has for the client.

Raising Your Sights

Purpose:

This exercise is valuable in helping a person to derive new, creative ideas, pertaining to a career choice.

Procedure:

a. Client answers the following question: "If I had all the freedom in the world, what would I do now and how would I plan for my future goals?"
b. Counselor investigates the client's ability to organize and plan for a future goal.

Follow-up:

If needed, the counselor assists the client in working on the parameters of goal setting.

Geographic Choice

Purpose:

To assist the client in deciding where s/he wants to work once a career

decision has been reached.

Procedure:

a. Client is asked to select five geographical areas in which s/he would like to work. The client is then asked to select ten characteristics that must be found in these locations, i.e. city versus rural area, warm versus cool climate, educational institutions nearby, etc.
b. Counselor assists the client in prioritizing this list according to the value placed on each characteristic.

Follow-up:

Counselor and client work together to see if the geographic location will accommodate career choice, i.e. researching what the employment outlook is for that area.

Peak Work Experience

Purpose:

To gain insight into client success factors as they relate to work.

Procedure:

a. Client lists five work experiences and what it was about each one that made it an especially satisfying experience.
b. Counselor can use this exercise to strengthen client's self-concept and clarify what is important in a job.

Follow-up:

These peaks can be used in assessing the type of work conditions most suitable to the client as determined from previous work experience.

Values Clarification

Purpose:

To identify values in which the client has confidence for the purpose of building a positive self-image.

Procedure:

a. Client is instructed to write ten strengths s/he feels good about, and how they could prove valuable in a work situation.
b. Counselor discusses these strengths in relation to activities client has participated in to reinforce the positive self-image and belief in oneself.

Follow-up:

These strengths may be used to asist the client in a career choice. The

client should be helped to see value in a positive self-image as it relates to the world of work.

Clarifying What Is Important

Purpose:

To help the client realize how vital it is to learn what is personally important and satisfying.

Procedure:

a. Client is instructed to write down three things s/he wants most in life, what each thing has to do with what is important and what is valued.
b. Counselor discusses whether particular actions have moved the client closer toward the goals in life, and whether these actions are consistent with what s/he says is important. The client and counselor investigate obstacles and alternatives to these barriers.

Follow-up:

The counselor assists the client in working toward his/her life goal by stressing what is really of value, explores alternatives with the client when problems arise, and assists the client in learning decision-making skills.

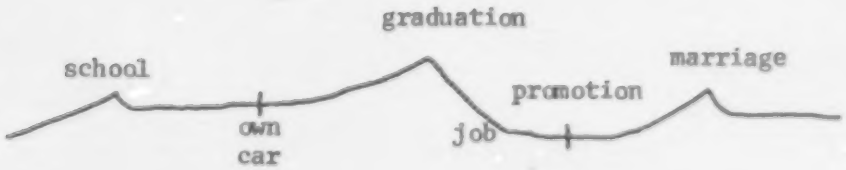
Life Line

Purpose:

A useful non-verbal tool which allows a client to focus on varied life patterns from birth up to the present. This exercise stimulates the client to discuss what is and has been most important in his/her life, i.e. school, work, leisure time, etc. Finally, the actions that shaped a particular life-line can be looked into in terms of choices made by the client and/or made for the client.

Procedure:

a. Client is instructed to draw a life-line and label points of interest.



b. Counselor discusses the shape of the life-line in an attempt to determine what decisions resulted in certain life patterns.

Follow-up:

This is an initial step in assisting the client toward an understanding of the decision-making process.

Job Hunting Map

Source: Bolles, Richard

Purpose:

To assist the client in identifying skills possessed and enjoyed that will be of interest to a prospective employer.

Procedure:

a. Client is instructed to describe several accomplishments or achievements originating from any of three categories - education, work, or leisure. Emphasis should be placed on enjoyment, pride, and how well the activity was accomplished. Client then follows directions of the Job Hunting Map resulting in a list of seven to ten functional/transferrable skills.
b. Counselor assists the client in relating these specific skills to occupational areas of interest.

Follow-up:

1) A computer search can be conducted based on the information obtained from the map. 2) The decision-making process can be aided by prioritizing the list. 3) Skills discovered can be used in writing a resumé.

Log of Interests

Purpose:

To assist client in identifying specific interests and activities that are enjoyed or disliked.

Procedure:

Client is instructed to keep a personal log of activities for a specified period of time. The length of time may vary according to client willingness and the interim between sessions. Enough time should be allowed to get a representative sample of client activities. Client is to log all activities (i.e. watching TV, playing cards, writing letters, sleeping) engaged in during the assigned time period.

Follow-up:

Client and counselor go over logged activities and rate activities on a scale

from 1 to 10: 1 = enjoy very much, 10 = dislike very much. Rated activities can be used as indicators of interest areas for career plan.

Defining Job Satisfaction

Purpose:

To clarify job-satisfiers and job-dissatisfiers.

Procedure:

Have the client generate a list of at least five job-satisfiers and five job-dissatisfiers related to a previous job experience.

Follow-up:

At the next session the counselor goes over the client's lists with the following questions in mind: What does job-satisfier mean? What does job-dissatisfier mean? How could the client change job-dissatisfiers into job-satisfiers? After discussion, the job-satisfiers and dissatisfiers can be rank-ordered in terms of importance. Discussion can then move to what the client must have and not have in a job.

Defining "Career"

Purpose:

To illustrate the concept which distinguishes between three kinds of career activities: job, vocation, and recreation. "Job" is defined as an activity which earns a living; "vocation" as activities which provide a source of achievement or self-fulfillment; and "recreation" as activities which are fun.

Procedure:

The counselor asks the client to write a mini-biography of another person (a parent, friend, spouse, or anyone known well) including data on this person's work, interests, hobbies and possible plans.

Follow-up:

The counselor reviews the mini-biography with the client and points out activities which fit in with the three types of career activities. Emphasis should be placed on the idea that "fulfillment" doesn't necessarily come from an actual job task. The client may find that one's options are increased if one realizes that areas of vocation and recreation can be integrated into a total "life plan". After going over the mini-biography the counselor can construct with the client an autobiography integrating these areas into a future projection of career plans.

3. JOB HUNTING SKILLS

Role-Playing a Job Interview

Purpose:

To give a client a chance to experience a job interview in a non-threatening situation. To gain insight into factors preventing the client from coming across successfully in an interview.

Procedure:

a. Client should come to the session prepared to take part in a mock interview - dressed for the part, bringing a resumé, etc.
b. Counselor acts the part of an employer, asking appropriate questions. The counselor looks for verbal and non-verbal behaviors that will be helpful for the client to become aware of.

Follow-up:

The client and counselor should discuss how the client felt during the interview, looking at what some of the client's strengths and weaknesses were and how can s/he improve.

Writing a Resumé

Purpose:

To learn to write an effective resumé. A resumé can be the key to securing an interview; it should describe the client well and provide all the pertinent information that will justify the client's qualifications for a particular job.

Procedure:

a. The client is instructed to state clearly the kind of work desired and the skill, knowledge and experience to do it.
b. The counselor assists in the development of a professional resumé that is organized, precise, and specific.

Follow-up:

The counselor will check to see if the final copy of the resumé describes the client and his/her objectives and emphasizes strengths.

Job Interview Practice

Purpose:

To give a client practice in dealing with job interview questions.

Procedure:

Counselor gives the client a set of written questions to which s/he is to prepare taped responses for the next session. Questions should be similar to those asked in a job interview. The client should be instructed not to listen to the tapes after completing the task, but rather to respond as best as possible after looking at the questions.

Follow-up:

At the next session the counselor reads appropriate question and then plays back the client's response. The client is asked to critique the response. After the critique the counselor and client may role-play appropriate responses.

4. DECISION-MAKING

Evaluation of Priorities

Purpose:

To assist the client in evaluating priorities necessary to make effective decisions.

Procedure:

a. Client checks job titles from a newspaper classified ad section (ignoring salary, location and prestige for the present) according to interest only. S/he lists and ranks each title according to degree of interest: 5 = very interested and 1 = least interested. The client then looks at each group and researches thoroughly such things as how much training is required, type of work environment involved, and employment outlook.
b. The counselor assists the client in examining each group to check for similarities and differences.

Follow-up:

Once the titles are prioritized the client can evaluate and choose one or two which are most appropriate to pursue.

Decision-Making Autobiography

Purpose:

To understand the process of effective decision-making.

Procedure:

a. Client lists seven major decisions in his/her life that have greatly influenced the direction taken. Client then checks the three decisions or events which had the most influence, and looks at events leading up to the decision, as well as the effect and importance of the decision.
b. Counselor investigates the client's decision-making processes in order to clarify problem areas that are consistently recurring.

Follow-up:

The counselor might teach relevant skills, i.e. those which facilitate an understanding of the individual in terms of interests, abilities and goals; self-management skills which help the person accurately assess his/her situation, set specific objectives, manage fears and take risks, and restructure the environment to meet goals.

Budgeting Skills

Purpose:

To construct a personal budget which can be used to decide what a client's minimum salary requirements are going to be.

Procedure:

a. Client is asked to itemize expenses such as housing, food, clothing, medical bills, etc.
b. Counselor compares salary requirements to the personal budget.

Follow-up:

Counselor assists the client in seeing associations between salary requirements and the type of career desired. Some people need a certain amount of money and certain careers do not lend themselves to particular budgets.

Creating Idealized Goals

Purpose:

To assist a client in generating idealized goals for him/herself in relationship to career plan.

Procedure:

Client is assigned the tasks of generating a list of ten or more "ideal attainments" s/he would wish for in a career plan, i.e. "I want to become president of the company," "I want to work 20 hours a week and earn $20,000 a year." The client should be instructed to not be limited to what seems possible, but to be as free as possible.

Follow-up:

Client and counselor go over the list and rank order goals in terms of their importance to the client. Idealized goals may be matched with possible career plans for complimentarity.

Dealing With Obstacles

Purpose:

To assist the client in recognizing and removing barriers to action or decision making.

Procedure:

Client is instructed to prepare a paper on some action s/he would like to take or decision s/he would like to make, but is having difficulty with. At the top of the paper the client states the desired action or decision. S/he draws a line lengthwise down the middle of the paper. On the right side of the line are listed all real and perceived barriers (internal and external) which seem to inhibit action. On the left hand side of the page the steps are written which could be taken to remove the barriers.

Follow-up:

At the next session this homework is reviewed and discussed. The counselor assists the client in developing a written plan of action based on data from the left side of sheet.

Decision-Making Awareness

Purpose:

To help a client distinguish between a poor decision, and a good decision with a poor outcome.

Procedure:

The client is instructed to make a list of significant decisions that have been made over the past five to ten years. The client then lists the outcome of each decision as positive or negative.

Follow-up:

The counselor and client then review the homework and the counselor helps the client to focus on strengths and the positive aspects of decision making.

Getting Started on a Plan

Purpose:

To assist clients in getting started on a plan.

Procedure:

Client is instructed to prepare a list of actions that s/he would like to or should be taking (i.e. contact a school for transcripts, obtain information on scholarships, etc.) Next to the column of actions s/he is asked to indicate the date by which action should be completed. A third column indicates what the first step is which must be carried out in pursuing each action.

Follow-up:

Client and counselor discuss the three column list. Attention is paid to the nature of the first step, whether it is realistic, and alternative actions which the client may not have generated.

PART C. FORMAL ASSESSMENT INSTRUMENTS

This section contains brief descriptions of tests that may be logically utilized by a career counseling center. No attempt has been made to duplicate the individual manuals which should be referred to in depth prior to the use of any of the instruments.

Careful perusal of this section should provide enough information so that an informed choice can be made with respect to which of the various instruments might best serve the intended population of a center.

Although there are many other instruments available, the ones listed herein were chosen because it was felt that properly trained paraprofessionals could utilize them effectively. In some instances, where noted, a consultant and/or a test knowledgeable supervisor is imperative to the proper use of the instrument.

1. INTEREST INVENTORIES

Kuder DD

Source: Science Research Associates, Inc.
259 E. Erie
Chicago, Ill. 60611

Population: Grades 11, 12 and adult. Less slanted to college bound individuals than the Strong.

Testing Time: 30 to 40 minutes.

Description: Consists of 100 groups of 3 options. For each triad the client selects one activity most liked and one least liked. 114 occupational scores and 48 college majors scores are yielded, with separate male and female scores reported. Scores are based on the correlation with the responses of satisfied and successful persons in the various criteria groups. Counselors should note any scores which fall within .06 of the highest score. The 10

highest will be listed on the printout. A major difference between the Kuder DD and the Strong-Campbell is that the Kuder focuses on similarities, while the latter focuses on what is different about the interests of a particular group. The Kuder DD yields detailed information, and must be machine scored. There is a fee for computer scoring.

Note: This test is most useful with high school students and adults who are not sure if they will go to college or not.

Strong-Campbell Interest Inventory

Source: The Psychological Corporation
357 Third Ave.
New York, N.Y. 10017

Population: Grades 11 and 12. College students and college bound. Adults.

Testing Time: Approximately 35 minutes.

Description: This instrument yields scores indicating the degree to which an individual is similar in interests to persons in a particular occupation. There are 325 items to which the client must express like, dislike, or indifference. A major feature is that each occupational norm group is compared to a reference group of people in general in order to focus on how each group is different from others. It is possible, therefore, that the Strong is more discriminating, yielding less overlap, than the Kuder DD.

Scores are provided for 57 female and 67 male groups, each of which can be useful for counseling. There are general occupational theme scores, based on Holland's theory, which are useful starting points. Next, specific occupational scores are reported, and finally Basic Interest Scales are provided based on small clusters of items which correlate substantially with each other.

Note: The Strong must be machine scored, so there is a fee. This test is

geared mostly toward college-bound adults.

Kuder CP

Source: Science Research Associates, Inc.
259 E. Erie
Chicago, Ill. 60611

Population: Grades 9 through 16. Adults who are very undecided.

Testing Time: 40 to 50 minutes, untimed tests

Description: The question format is similar to the Kuder DD. The Kuder CP is an appropriate exploratory instrument, reporting scores related to the examinee's interest in general terms. There are 10 area scores with the purpose of directly describing the interests of the individual rather than comparing him/her with a specific occupational group. This seems to be a good instrument to use with young, or very undecided clients. A further advantage is that it can be hand scored in about 10 minutes. There are several disadvantages. First, it does not yield as much detail as the Kuder DD or the Strong. Second, the reading level is too high for some clients, such as those for whom the ABLE I is appropriate (see page).

Note: This test is most useful with people grades 9 through 16 and with adults who are very unclear about their interests.

Vocational Preference Inventory (VPI)

Source: Consulting Psychologists Press, Inc.
577 College Ave.
Palo Alto, Calif. 93406

Population: Grades 11 and 12 and adults.

Testing Time: Approximately 30 minutes.

Description: The VPI consists of 160 occupational titles to which the examinee indicates "like" or "dislike". Eleven scores, based on Holland's theory, are yielded. Six of these scores can be used as vocational interest

scales: realistic, intellectual, social, convential, enterprising and artistic. The other five scales are personality scales: self-control, masculinity, status, infrequency and acquiescence. The personality section is not recommended for general use by paraprofessional counselors.

Validity and reliability are comparable to the Kuder and the Strong.

Note: An advantage of this test is that it can be easily dictated to a non-reading client.

Minnesota Vocational Interest Inventory (MVII)

Source: The Psychological Corporation
304 E. 45th Street
New York, N.Y. 10017

Population: Grades 11 - 12, non-college-bound adults (males).

Testing Time: Approximately 30-45 minutes.

Description: This interest inventory has a forced choice format, similar to the Kuder. There are 158 triads for which the client must choose most and least liked options. This yields 21 occupational scales and 9 area scales. An advantage over the Kuder and Strong is that the test is more trade and non-professionally oriented. The validity and reliability data, however, is at the present time less than satisfactory (.82 reliability).

Note: This test might best be used to advantage by males seeking information on trade and technical areas.

Ohio Vocational Interest Survey (OVIS)

Source: Harcourt Brace Janovich
Polk and Geary
San Francisco, Calif. 94109

Population: Grades 8 through 13 - not college oriented.

Testing Time: Approximately 80 minutes.

Description: This instrument is divided into two sections, the Student

Information Questionnaire, and the Interest Inventory. The former collects data on the examinee's occupational plans, school subject preferences, curriculum plan, post high school plans, and vocational course interests. The Interest Inventory consists of 280 items to which the student must respond: like very much, like, neutral, dislike, or dislike very much. Scores are reported for 24 occupational scales. A "clarity index" or verification scale is also provided.

Note: A good large group instrument for in-school students. Not appropriate for out-of-school adults.

2. ACHIEVEMENT TESTS

Test of Basic Education (TABE)

Source: CTB/McGraw Hill
DelMonte Research Park
Monterey, Calif. 93940

Population: Adults.

Testing Time: 1 hour, 34 minutes to 2 hours, 56 minutes.

Description: Adopted from the California Achievement Tests. Designed to be used with out-of-school adults who have limited reading, language and math skills. There are three levels, Level D (Difficult) which is roughly equivalent to the CAT junior high test, Level M (Medium), adopted from the CAT elementary level, and Level E (Easy) for pre-upper primary level of CAT. A short screening device is provided to determine the appropriate level for the client. The advantage over the ABLE is that it requires shorter testing time.

Note: Other data such as reliability and validity should be requested from McGraw Hill to determine its efficiency relative to the ABLE.

Adult Basic Learning Exam (ABLE)

Source: The Psychological Corporation
757 Third Ave.
New York, N. Y. 10017

Population: Adults with low academic skills

Testing Time: Levels I and II are untimed, Level III - 3 hours, 25 minutes.

Description: A group test designed to measure achievement in basic academic skills, vocabulary, reading comprehension, spelling, arithmetic computation, problem solving. There are three levels of difficulty. The appropriate level is determined by a screening device (the Selectable), which takes about 15 to 20 minutes. Cassettes may be ordered for administering the test, part of which is dictated.

Results are reported in raw score and grade equivalents for Levels I and II, and for Level III percentile ranks and stanines are provided. Score distribution for adult reference groups are available for each level. There are alternate forms, A and B.

This is not a diagnostic instrument. The ABLE cannot pinpoint specific learning disabilities or skill deficits. This is accomplished by special individual testing, beyond the scope of this program.

Note: The subject matter for these tests is based on adult topics. The counselor is urged to be very careful in interpreting the tests for the lower levels. No adult wants to be compared to second graders. Assume these clients are intelligent adults who for some reason have not developed the basic academic skills.

3. PERSONALITY TESTS

Myers-Briggs Type Indicator

Source: Consulting Psychologists Press, Inc.

577 College Ave.
Palo Alto, Calif. 94306

Population: Grades 9 through 16, and adults.

Testing Time: Approximately 55 minutes.

Description: The Myers-Briggs is a forced choice self report inventory based upon Jungian theory of types, which yields four scores. Scores are reported on these continua: sensation vs. intuition, thinking vs. feeling, judgment vs. perception, and introvert vs. extrovert. The manual contains tables explaining the characteristics of the different types, including an indication of which occupational groups a type would probably be happy with. The test can be hand scored.

Note: Personality inventories are notoriously low in validity. A counselor should have a definite reason for selecting this instrument, since better indicators of vocational interest are available. Possible uses of the Myers-Briggs might be to explore those aspects of a person's perceived needs, strength, preferences, etc. that a more reliable source (Kuder, Strong, etc.) cannot provide.

Edwards Personal Preference Schedule

Source: The Psychological Corporation
757 Third Ave.
New York, N. Y. 10017

Population: College Students and adults.

Testing Time: 40 to 55 minutes.

Description: Based on Murray's need system, this instrument consists of forced choice items designed to assess the relative strength of each of 15 manifest needs. Norms are provided for male and female college students and a non-college adult sample. This instrument, which has rather meager reliability and validity data, could be useful for the counselor who is interested

in exploring what the client might see as important.

Note: In order to use this test the counselor would have to be familiar with Murray's personality theory, and would have to be skillful in matching psychological needs to vocational areas.

California Psychological Inventory (CPI)

Source: Consulting Psychologists Press, Inc.
577 College Ave.
Palo Alto, Calif. 94306

Population: Age 13 and over.

Testing Time: 45 to 60 minutes.

Description: The CPI consists of 480 items to be answered true or false. The test is based on the MMPI, but it is aimed at a normal population. It yields 18 scores, including a scale to determine test taking attitude. This is a well researched instrument with respectable reliability and validity for a personality inventory.

Note: This instrument may be used by psychologically trained personnel in conjunction with other sources of data. It is not recommended for use without consulting a fully trained psychologist.

CRITERIA FOR SELECTING OCCUPATIONAL INFORMATION

Does it:

1. Indicate worker requirements?
2. Describe required training?
3. Provide job market information?
4. Appear to be free of sex and age bias?
5. State salary range?
6. Outline job disadvantages as well as advantages?
7. Enumerate job characteristics i.e. interests, abilities etc.?
8. Tell where additional information may be obtained?
9. Indicate related occupations?
10. State needed degrees, licenses, or certificates?
11. Bear a recent publication date?

PART D. MATERIALS AND MEDIA

Materials:

Baer, M. and Roeber, E. Occupational Information. 3rd Edition. Chicago: Science Research Associates, 1964.

Barron's Handbook of American College Financial Aide. $6.95.

Bartsch et al. Effective Personal and Career Decision Making. New York: Westinghouse Learning Corp. $16.00.

Bennett, V. and Clagett, C. 1001 Ways to Be Your Own Boss: A Unique Guide to Money Making Enterprises for Financial Independence. Englewood Cliffs: Prentice-Hall, Inc., 1976.

Bliss, B. Have You Considered Industrial Management? Opportunities for Women Are Expanding; Career Options for Undergraduate Women. New York: Catalyst, 1976.

Bolles, R. The Quick Job-Hunting Map. Berkeley: Ten Speed Press, 1975. $1.25.

_____. What Color Is Your Parachute? A Practical Manual for Job Hunters and Career Changers. Berkeley: Ten Speed Press, 1977. $5.00.

Broom, H.N. and Longenecher, J.S. Small Business Management. Chicago: Southwestern Publishing Co., 1966.

Careerism: How to Select a Successful Career. WWWWW/Information Services, Inc. Dansville, New York: Dansville Press Division, 1971.

Career Opportunities for ... (Marketing, Business and Office Specializations/ Health Technicians; Engineering Technicians; Community Services and Related Specialists; Ecology, Conservation, and Environmental Control). Up to date job information for technicians in five different career fields. $7.17 per volume.

Chapman, E.N. Career Search: A Personal Pursuit. Chicago: Science Research Associates, 1976.

Crystal, J.C. and Bolles, R. Where Do I Go From Here With My Life? New York: The Salisbury Press, 1974.

Dauw, D. Up Your Career. Prospect Heights, Illinois: Waveland Press, Inc. $8.95.

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Dictionary of Occupational Titles. 3rd Edition. Volumes I, II and Supple-

ment. Washington, D.C.: U.S. Government Printing Office, 1965. $12.00.

Eskow, S. Barron's Guide to the Two Year Colleges. Woodbury, N.Y.: Barron's Educational Series, 1967. $7.00.

Finding Your Job. Finney Company. 5 sets. Easy to read job information. Contains description of jobs requiring little or no training. Some of the jobs require no high school diploma. Price per set: $22.40.

Garrison, C. Finding a Job You Feel Good About. Niles, Illinois: Argus Communications, 1977.

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Halacy, D.S. Survival in the World of Work. New York: Charles Scribner and Sons, 1975.

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Horizons Unlimited. Chicago: American Medical Association, 1966.

Lenz, E. and Shaevita, M.H. So You Want to Go Back to School: Facing the Realities of Reentry. New York: McGraw Hill, 1977.

Loring, R.K. and Otto, H.A. New Life Options: The Working Woman's Resource Book. New York: McGraw-Hill Book Co., 1976.

Lovejoy, C. Lovejoy's Guide to Vocational Schools. New York: Simon & Schuster, 1968. $7.00.

_____. Lovejoy's College Guide. New York: Simon & Schuster, 1968.

Mitchell, J.S. "I Can Be Anything." Careers and Colleges for Women. Princeton: CEEB Board, 1975. $4.50.

Norton, J.L., editor. On The Job. Chicago, Illinois: J. G. Ferguson Publishing Co., 1970.

"Occupational Outlook Quarterly." (OOQ)

Occupational Outlook Handbook, 1976-1977 Edition. U.S. Department of Labor, Bureau of Labor Statistics. Washington, D.C.: U.S. Government Printing Office. $7.00.

Pitt, G. and Smith, R.W. The Twenty-Minute Lifetime: A Guide to Career Planning. Englewood Cliffs, N.J.: Prentice-Hall, 1959.

Prosser, C.A. How About A Check-up on Your Job-Search Campaign. Are You in

Good Shape? New Albany, Indiana: 1974.

Reed, J., editor. Resumés That Get Jobs. New York: Arco Publishing Company, Inc., 1977. Second Edition.

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Roberts, B.H. Mid-Career Change: Smoke or Fire? Arlington, Virginia: Eric Document Reproduction Service, 1973.

Sandman, P.M. Unabashed Career Guide. New York: The Macmillan Co., 1969.

Silva, M. "Big Government Wants You." Careers Today (January, 1969): 34-37, 75.

Splaver, S. Paraprofessions: Careers of the Future and Present. New York: Julian Messner, 1972.

_____. Your Career If You're Not Going to College. New York: Julian Messner. $5.00.

Stebbins, L.B., et al. Sex Fairness in Career Guidance: A Learning Kit. Cambridge, Massachusetts: Abt Associates, 1975.

Steinberg, L.J. Guide to Careers Through College Majors. San Diego: Robert R. Knapp Publisher, 1966.

Twenty-five Technical Careers You Can Learn in Two Years or Less. Department of Health, Education, and Welfare. Washington, D.C.: U.S. Government Printing Office, 1971.

Vocational Biographies. Volumes A, B, C, and D. Standard occupational information is included but in the context of real people in real life situations.
Price - approximately $60.00 per set.

Youngs, B. Let's Explore Jobs. Nashville, Tennessee: Broadman Press, 1971.

Media:

A Career In ... (Automotive Services and Repairs; Community Service; Computers; Education; Engineering; Leisure Time Industry; Show Business). Career interviews in each field. 2 filmstrips and 2 cassettes plus teaching guide.
Price - $44.00

Careerdex. Alphabetical listing of free career information.
Price - $95.00
Subscription - approximately $50.00

Career Education Posters, Garrett Park Press. Government occupational information on 12 charts.
Price - $12.95 for 15 posters

Career/Education Wheels, Education Career Systems, Inc., 1972. 5 wheels. Business, Engineering, Humanities, Natural Science, Social Science.
Price - $5.00

Career Information Kit, Science Research Associates. An organized reference library of occupational information. Utilizes same occupational briefs as the OEK but expands its information with pamphlets from various national organizations associated with career fields. Need index kit to locate occupational briefs.
Price for kit - $393.00
Subscription service - $41.50 per year

Careertapes. Sets 1, 2, 3. MacMillan Company. 72 15 minute interviews on 18 cassettes. 1974.
Price - part of College Blue Book set - $250.00

Chronicle Guidance Career Kit, Chronicle Guidance, Moravia, N.Y. Occupational briefs arranged according to the DOT. Bi-monthly subscription service provides up-dated briefs, professional reports, posters, and college information materials.
Complete kit - $230.00
Subscription service - $48.00 (3 in 1)

Desk Top Career Kits, Careers, Largo, Florida. Occupational file with an alphabetical index which gives the DOT number for the career. Easy file for client to begin with. Main file has professional information for counselor. Individual files on Science, Business, Semi-Skilled, Professional, Health, and Industrial are alphabetically arranged.
Price for main kit - $140.91
Subscription service - $43.50

Job Experience Kit, Science Research Associates. Collection of four boxes and 16 envelopes of job experiences. Grades 6 through Adult.
Price - $140.00

Job Survival Skills Program, Singer, 1973. Group activities in developing personal and interpersonal employment skills. Reading ability - sixth grade level. Extremely adaptable kit.
Price - $449.95 per kit

Keys, Science Research Associates, Chicago. Filmstrips and cassettes. Exploration of jobs according to interest area. Goes well with Kuder DD or E.
Price - $106.00

Occupational Awareness Mini-Briefs, Occupational Awareness, Los Angeles. Subject oriented occupational packets. 44 subject areas with mini-briefs, teachers' guide and one set (30 occupational survey sheets), any level, easy reading. Price varies per box.

Occupational Exploration Kit, (OEK), Science Research Associates. 400 occupational briefs, 17 cluster books, 11 guidance series booklets, and alphabetical list of occupational briefs, one OccuScan, and student record books. (Grades 9 through Adult)
Price for kit - $123.00
Subscription service - $41.50 per year

Occupational Profiles, William J. Johnson, Mesa, Az. Occupational index with 10½ X 16 inch chart.
Price - $25.00

Widening Occupational Roles Kit (WORK), Science Research Associates. 340 WORK briefs, 1 handbook of job facts, 1 Workscope, 5 Junior Guidance Booklets, 35 Student Record Books, 2 color filmstrips, 1 teacher's guide, and 1 index.
Price for kit - $194.40

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CHECKLIST

Before opening the center to clients, make sure you have completed the following:

	Yes	No
1. Read this manual thoroughly.		
2. Established the physical setting of the center.		
3. Hired a center coordinator.		
4. Established and met with advisory board.		
5. Screened and hired potential paraprofessional counselors.		
6. Established sources of career information.		
7. Selected and purchased formal assessment instruments.		
8. Established logistical procedures for center operations.		
9. Trained paraprofessional counselors.		
10. Generated publicity for center.		